REPORT RESUMES

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HANDBOOK OF OPERATION FOR THE SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY, MISSOURI.

SAINT LOUIS COUNTY SPECIAL SCH. DIST. BOARD OF ED

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A SPECIAL SCHOOL DISTRICT CREATED IN 1957 SERVES THE 25 SCHOOL DISTRICTS IN ST. LOUIS COUNTY. THE PHILOSOPHY AND ADMINISTRATIVE POLICIES OF THE DISTRICT ARE PRESENTED. A DEPARTMENT OF PSYCHOLOGICAL AND SOCIAL SERVICES SERVES CHILDREN IN SPECIAL CLASSES IN THE SPECIAL SCHOOL DISTRICT AND POTENTIAL CANDIDATES FOR CLASSES, AND ALSO OPERATES A PROGRAM FOR HYPERKINETIC CHILDREN. HOME TEACHING SERVICES ARE OFFERED FOR POSTOPERATIVE CASES AND CHILDREN WITH EXTREME ORTHOPEDIC DISABILITY OR NONINFECTIOUS ILLNESS OR HEART DISEASE. ORTHOPEDICALLY HANDICAPPED CHILDREN ARE INSTRUCTED IN SPECIAL CLASSES (READINESS, PRIMARY, INTERMEDIATE, JUNIOR AND SENIOR HIGH SCHOOL LEVELS) AND RECEIVE PHYSICAL, OCCUPATIONAL, AND SPEECH THERAPY. VISUALLY HANDICAPPED CHILDREN ATTEND REGULAR PUBLIC SCHOOLS WHICH HAVE RESOURCE CLASSES FOR THE BLIND OR PARTIALLY SIGHTED. SOME VISUALLY HANDICAPPED CHILDREN ATTEND THE RESIDENTIAL SCHOOL FOR THE BLIND AS DAY STUDENTS. A CONSULTANT SERVICE FOR CHILDREN WITH MILD VISION DEFECTS IS AVAILABLE AT ALL SCHOOLS. SPECIALIZED CLASSES SERVE DEAF, LANGUAGE-IMPAIRED, AND HARD-OF-HEARING CHILDREN. THE PUBLIC SCHOOLS INCLUDE HEARING CONSERVATION, HEARING THERAPY, AND SPEECH CORRECTION PROGRAMS. SPEECH AND LANGUAGE DEVELOPMENT CLASSES ARE OFFERED. THE DEPARTMENT FOR THE MENTALLY RETARDED OPERATES EDUCABLE, TRAINABLE, AND MODERATELY DEPENDENT EDUCABLE CLASSES FOR YOUTHS, AGED 13 TO 21 YEARS. A TECHNICAL SCHOOL PROVIDES VOCATIONAL TRAINING TO APPLICANTS WHO ARE ABLE TO BENEFIT BY THE INSTRUCTION AND ARE EITHER EMPLOYED OR LIKELY TO BECOME EMPLOYED. DETAILS OF EACH PROGRAM ARE PRESENTED. (MK)

ED012542

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HANDBOOK OF OPERATION

Special School District

of

St. Louis County Missouri

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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This Handbook is the property of:

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SPECIAL SCHOOL DISTRICT
of St. Louis County, Missouri

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ROCK HILL, MISSOURI 63119
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August, 1966

All School Personnel
St. Louis County

Dear Educator:

The Board of Education of the Special School District of St. Louis County, Missouri, is happy to make this "Handbook of Operation" available for your use.

We hope this means of communication will help to clarify the relationship of the Special School District with the other districts of St. Louis County and the development of sound educational programs in special education and vocational-technical education. If this "Handbook of Operation" contributes to closer cooperation and to a better understanding of the educational programs in these two areas, it will have accomplished its purpose.

With the assistance of each of you who has occasion to refer to this "Handbook", we will be able to create and maintain outstanding programs in special education and vocational-technical education.

Sincerely yours,

Hiram Neuwoehner

Hiram Neuwoehner, President
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HANDBOOK OF OPERATION
for
THE SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY, MISSOURI

HISTORICAL BACKGROUND OF THE SPECIAL SCHOOL DISTRICT

In December, 1957, the voters of St. Louis County, after thorough public discussion, created a new school district. This District is different from other school districts in that it covers all of the area of St. Louis County and is imposed over the other twenty-five school districts of the County. It is also unique in that it has responsibility for developing programs of special education as defined by Missouri School Law and beginning with the 1965-66 school year it has, also, the responsibility for developing and operating programs of vocational and technical education. It is the only school district in Missouri having the responsibility for providing a program for trainable mentally retarded children.

During its first year of operation, in the 1958-59 school year, the District provided services for handicapped children by entering into cooperative agreements with local school districts and deferring payments to these districts until the first taxes which could be levied by the Special School District were collected. The 1959-60 school year, however, saw the development of a more extensive program for all types of handicapped children. Each of the succeeding school years has shown growth in each of the program areas.

During the 1965-66 school year the Special School District assumed the responsibility for the operation of the St. Louis County Technical School which is housed in one of the buildings at the old Country Day School. During the 1966-67 school year the District will also operate a half-day program of vocational-technical education at the Mehlville Senior High School. This unit can accommodate about 120 pupils in automobile mechanics, machine shop, electronics and drafting.

Because of the unique administrative structure of the Special School District, it is imperative that cooperation between the Special School District and the twenty-five local school districts of St. Louis County be kept at a high level. The importance of this cooperation has been made clear to all members of the staff.

STATEMENT OF PHILOSOPHY

Many statements of philosophy of both general education and special education have been written. An analysis of these statements, many of them written by recognized experts in their fields, points out the fact that a philosophy of special education is not unlike the philosophy of all education. The idea germane to practically every statement of philosophy is that educators must take a child on the level of his development, analyze his abilities and disabilities and advance his education as far as possible. This, too, is the aim of the Special School District, to educate every child to the limit of his abilities. In dealing with children who have physical or mental defects, it is wise to differentiate between a disability and a handicap. A person with a physical or mental defect is certainly disabled to a greater or lesser extent by the defect. He is handicapped only to the extent that the defect keeps him or is allowed to keep him, from achieving attainable goals in life. Many individuals have a disability, but they do not allow this to handicap them in working out a satisfactory life adjustment.

Frequently the general public and professionals working with handicapped individuals are urged to overlook the handicap and treat the individuals as non-handicapped. Any person with a disability certainly recognizes that he has a particular disability. If, however, individuals treat him as if he had no disability it is easy for him to become confused as to how society sees him as an individual. It is emphasized that a cardinal principal of good mental health is the recognition of reality and the accommodation of it. In other words, one of the objectives of the Special School District is to help individuals who are disabled in one fashion or another to become individuals who have learned to live with their disability and, therefore, become good handicapped individuals rather than poor "normal" individuals. The staff of the Special School District will, therefore, attempt to develop a self-concept in the children entrusted to their care which is in keeping with reality and which will allow individuals to be comfortable with themselves.

Just as the services of the Special School District to the handicapped children of the other twenty-five school districts in the County have been expanded, the services in the fields of vocational and technical education are also being expanded. The purposes of the vocational and technical programs are to prepare youth to enter the labor market as advanced learners and to aid adults in upgrading and updating their skills and knowledge.

Because of rapidly changing nature of business and industry in the St. Louis labor market area, the philosophy of vocational education of the Special School District is undergoing changes. Believing that the public schools have the responsibility to prepare non-college bound students for initial employment in business, trade and technical occupations, 1966-67 will be the final year of the half-day, dual purpose program presently being operated.

In September, 1967, the South County Vocational-Technical School will be opened and will offer 23 two-year, full-day training programs in 17 different business, trade and technical areas. The initial capacity of this building will be 860 students and its design will permit expansion.

Plans are now being developed for the North County Vocational-Technical School, scheduled to open in September, 1968. This school will be comparable to, but will not duplicate all the instructional programs of the first building, and will replace the present Technical School.

The cost of contruction and equipment for the first building has been significantly reduced by the receipt of Federal funds from the Vocational Education Act of 1963 allocated by the Missouri State Department of Education, Vocational Division.

ADMINISTRATIVE ORGANIZATION

In terms of administrative organization, the Special School District is not dissimilar to any other school district. The Board of Education of the District is elected from interested individuals in St. Louis County. The County is divided into six areas, each of which roughly is equal in population. Each year two Board Members are elected at the annual school election held the first Tuesday in April. By law, the Board is responsible for the operation of the District.

The District has an assessed valuation of $1,898,764,568. The Board of Education may set a tax levy of up to twenty-five cents per hundred dollars assessed valuation. Funds in excess of the twenty-five cents levy can be approved by a majority vote of the people of the County. The total receipts for the 1966-67 school year, including the twenty-five cent tax rate, State funds, Federal funds, etc., are estimated at $7,345,972.

The Board of Education has employed a superintendent of schools who has overall administrative responsibility for the District. In order to implement the various phases of the educational program, assistant superintendents and coordinators have been employed who are responsible for specific facets of the program. One assistant superintendent in charge of the program for mentally retarded children has the responsibility for this phase of the program. The District has employed three curriculum consultants, five principals and two assistant principals to assist in the supervision of the instructional program in this area. In addition, two job placement consultants are employed to assist in the employment of older age educable mentally retarded children. These two consultants work with a Vocational Rehabilitation Counselor in obtaining further vocational training for many of the children in this area. In addition, for the coming year the District has employed a visiting teacher under Public Law 89-10, Elementary and Secondary Education Act, to work between the school and the home in best serving the interests of children in this area.

Another assistant superintendent has been employed to serve the area of speech, hearing and research. The District also employs a supervisor of the speech correction program as well as a supervisor for the auditorially impaired child. An audiologist, employed on a full time basis, also works with the assistant superintendent in this area. In addition the District added a supervisor of speech and language development under Public Law 89-10 to supervise a staff of clinicians working with retarded, orthopedic, hyperkinetic and auditorially impaired children. The District has also employed a full time person to carry on the hearing testing program and re-test the more severe cases in our Central Office at a later date.

A coordinator is employed to direct educational programs for the orthopedically handicapped and children with visual problems. The coordinator in this area, along with the assistance of an orthopedic physician directs and supervises the programs of physical and occupational therapy.

The District employs a number of people who come under the heading of "Psychological and Social Services". This area is directed by a coordinator who serves as "Director of the Clinic" and supervises and directs an educational program for the hyperkinetic child. As director of the Clinic, this person directs the work of a number of school psychological examiners, social workers and psychometrist. This group provides the assistant superintendents, coordinators and teachers with the basic psychological and social information necessary to make proper placement of the children in classes and to maintain contacts with other social agencies in the Greater St. Louis Area.

An assistant superintendent has been employed to serve the area of vocational-technical education. He has a staff of directors to assist him in instruction, pupil personnel, business affairs, personnel and a principal for the St. Louis County Technical School.

There are several other people employed by the Special School District to do specialized jobs which cut across all areas. One of these is the supervisor of the Home Teaching program. This person is responsible for the selection of home teachers and the direction of the home teaching program in terms of the quality of instruction and reporting to both the child's home, school and the State Department of Education. The District also employs a consultant in the area of physical education and works with teachers in all areas on the improvement of physical education programs.

The Division of Vocational Rehabilitation at Jefferson City, through its St. Louis office, employs one person to work with the job placement consultants in the training and placement of eligible pupils. Additional post-school training for qualified individuals may be financed by the Division of Vocational Rehabilitation.

Another assistant superintendent in charge of business administration, has a number of areas under his direction and supervision. This area is responsible for the purchasing of supplies and equipment and the keeping of inventory records to safeguard the District's properties. Several people with many and varied duties fall within the above mentioned department. These are, an office supervisor with about twenty secretaries, a director of buildings and grounds with a crew of maintenance and custodial personnel, as well as the director of transportation with several secretaries, mechanics, helpers and a crew of more than eighty part-time bus drivers. The cafeteria personnel and the responsibility of feeding children housed in District owned buildings also falls within this division. The District owns six school buildings at present. five of which are new buildings, built during the past six years Another building was purchased from one of the local school districts. In addition, the District leases sixty to seventy rooms from regular school districts to house the educable mentally retarded, blind and partially sighted, and deaf and language impaired classes. At the present time the District is in the process of constructing a new twenty-six classroom building to house educable mentally retarded and hyperkinetic children.

The District employs two medical consultants (pediatric and orthopedic). These consultants assist in the placement of children in the proper program and supervise the medical aspects of the District's program. The District also employs four nurses. The District also cooperates with the County Health Department in a dental screening examination.

Each of the Instructional areas is written up in more detail in the following pages. See page 6 for the Organizational Chart. This table shows the Administrative organization of the Special School District.

SPECIAL INSTRUCTIONAL ARRANGEMENTS

To supplement the departmental program operated regularly within the Special School District, a number of special programs have been arranged to meet certain specific needs.

One special arrangement allows staff members to be assigned to Shriners Hospital to assist in the education of children who are being physically rehabilitated at the hospital. The Board of Education provides a teacher for the Lakeside Center for Boys, a treatment center for your adolescents who require a therapeutic milieu removed from their parents.

IN-SERVICE TRAINING

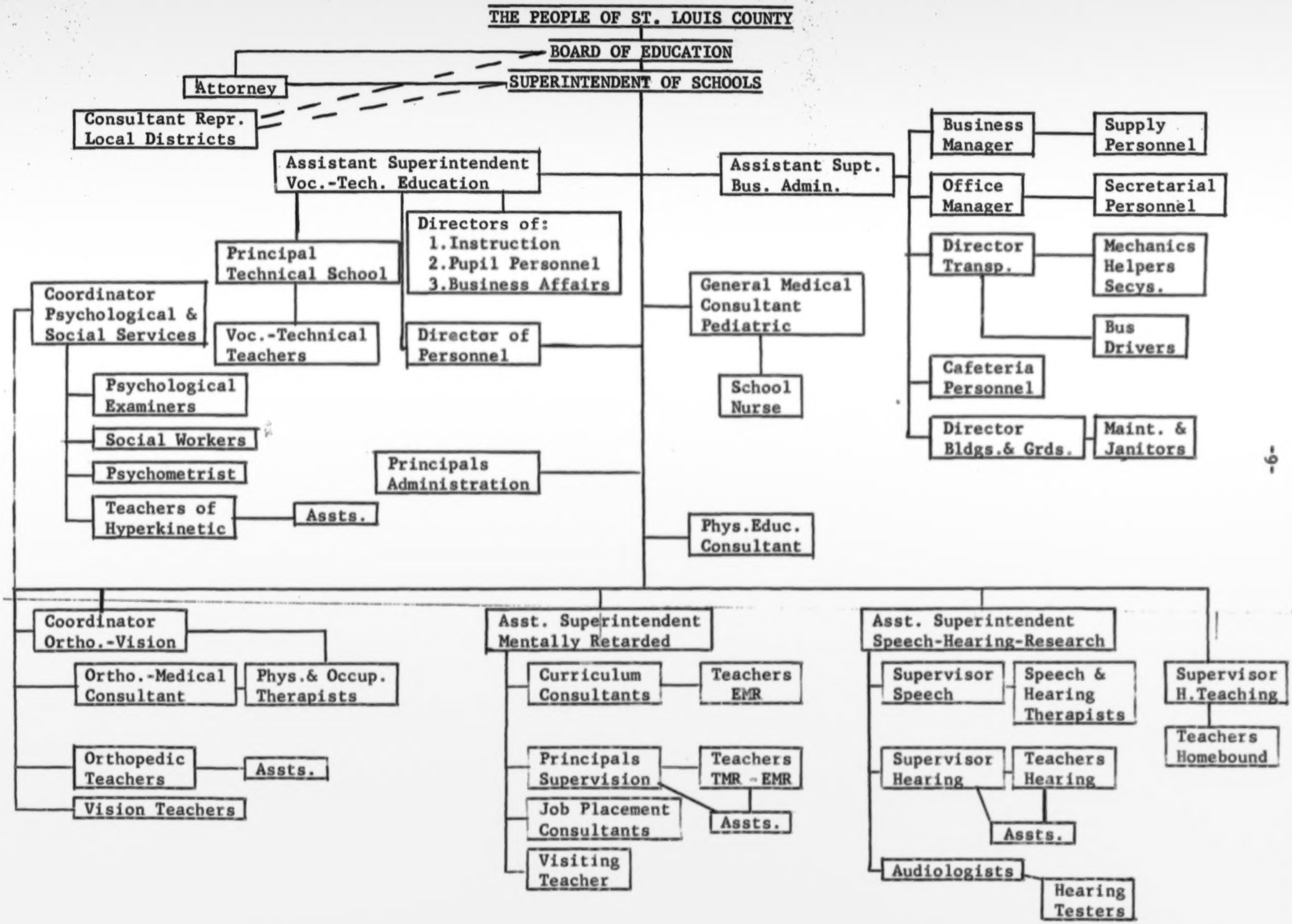
Recently, sizable strides have been made in the area of in-service training for staff members. During the 1963-64 school year the Department of Mental Retardation organized an eight week workshop on hyperkinetic, brain injured, and emotionally disturbed children and youth. More than 75 staff members attended the workshop which featured outstanding authorities including: Dr. Norris Haring of the University of Kansas Medical Center; Dr. Paul Painter, St. Louis Child Psychiatrist; Dr. Warren Weinberg, St. Louis Pediatrician; Dr. Matthew Trippe, George Peabody College for Teachers; Dr. William Rhodes, National Institute for Mental Health; and Dr. Bluma Weiner of Yeshiva University.

During the 1964-65 school year, a workshop on Reading for the Mentally Retarded was held on two Saturdays. The Science Research Associates and the Special School District cooperated in the formation and operation of the program. The first Saturday program was attended by nearly 400 teachers and administrators from Missouri, Illinois and Iowa.

The Department of Speech and Hearing has offered several excellent workshops. During the summer of 1963, a workshop was conducted by Dr. Robert Goldstein, of the Jewish Hospital of St. Louis. Dr. Goldstein's topic was "The Physical Basis of Speech". In the spring of 1963, a workshop was held in the area of language. Guest lecturers included Dr. Frank Kleffner, Director of Speech Pathology Department of Central Institute for theDeaf. During the summer of 1964 a second workshop was given by Dr. Robert Goldstein dealing with the neurological and anatomical basis for hearing.

Dr. John Irwin, Professor of Speech Pathology, University of Wisconsin, conducted the 1965 workshop and discussed new concepts and procedures of diagnosing and treating children with severe problems in articulation.

SPECIAL SCHOOL DISTRICT - Organizational Chart, 1966-67


THE PEOPLE OF ST. LOUIS COUNTY
BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
Attorney
Consultant Repr. Local Districts
Assistant Superintendent Voc.-Tech. Education
Principal Technical School
Voc.-Technical Teachers
Directors of: 1. Instruction 2. Pupil Personnel 3. Business Affairs
Director of Personnel
Assistant Supt. Bus. Admin.
Business Manager
Supply Personnel
Office Manager
Secretarial Personnel
Director Transp.
Mechanics Helpers Secys.
Bus Drivers
Cafeteria Personnel
Director Bldgs.& Grds.
Maint. & Janitors
General Medical Consultant Pediatric
School Nurse
Coordinator Psychological & Social Services
Psychological Examiners
Social Workers
Psychometrist
Teachers of Hyperkinetic
Assts.
Principals Administration
Phys.Educ. Consultant
Coordinator Ortho.-Vision
Ortho.-Medical Consultant
Phys.& Occup. Therapists
Orthopedic Teachers
Assts.
Vision Teachers
Asst. Superintendent Mentally Retarded
Curriculum Consultants
Teachers EMR
Principals Supervision
Teachers TMR - EMR
Job Placement Consultants
Assts.
Visiting Teacher
Asst. Superintendent Speech-Hearing-Research
Supervisor Speech
Speech & Hearing Therapists
Supervisor Hearing
Teachers Hearing
Assts.
Audiologists
Hearing Testers
Supervisor H.Teaching
Teachers Homebound

RESEARCH

The unique administrative structure, the large number of children with diverse disabling and handicapping conditions, and the almost limitless facilities of a large metropolitan area provide unusual opportunities for research within the Special School District. A director of research has been appointed to coordinate research now in progress and to assist in the preparation of proposals for the future.

The Speech and Hearing Department recently completed the last portion of a thirty-month grant received from the Cooperative Research Branch of the Department of Health, Education and Welfare to study the efficacy of speech therapy with educable mentally retarded children. An article on the study of articulation of the mentally retarded children has been submitted for publication to the Journal of Speech and Hearing Research.

CALENDAR

Each year the Board of Education of the Special School District approves a School Calendar for the ensuing school year. The Calendar for the next school year is as follows:

SCHOOL CALENDAR
1966-67

1966	
August 29, 30, 31, September 1	Staff Meetings
September 6	First Day of School
November 24, 25	Thanksgiving Vacation
December 23	Christmas Vacation begins at close of school day
1967	
January 3	School Resumes after Christmas Vacation
February 22	Washington's Birthday
March 24, 27	Easter Vacation
April 7	Suburban Teachers Mtg.
May 30	Memorial Day - Holiday
June 8	Last Day for Pupil Attendance
June 9	Teacher Work Day for Reports, etc.

A new law regarding attendance of pupils became effective for the 1965-66 school year. Children are to be counted only when school is open and the pupils are in attendance. No attendance is to be taken for Teachers Meetings or School Holidays. The above Calendar, approved by the Board of Education, will be in effect for the 1966-67 school year.

This Calendar provides 183 days for children to attend school. We can use up to six days under this Calendar for snow days. If we miss more than six days for snow the Calendar will have to be extended.

During the 1966-67 school year, school must be in session with children in attendance for 177 days. The administration is providing each teacher with and attendance book which indicates the days school will be in session. For those units operating in local public schools, the beginning date of the local school's calendar will be followed, as well as the holidays taken by that particular school district. In other words, the teachers in public school buildings operated by other districts will follow the calendar of that particular school, unless snow prevents our transportation system from operating on that day and if our busses transport to that particular unit.

A WORKING DAY

It is expected that professionals working in the area of teaching children would put in the amount of time necessary to carry on a superior teaching program. Because of this, the length of day may vary from time to time, depending upon the demands that are created by the teaching situation. In all cases where teachers are placed in local public schools, we expect these teachers to conform to the teaching day set up by the local school. Teachers will come and leave when the principal of the local school building indicates his total staff will come and leave. We also expect our teachers who are placed in local public schools to attend building staff meetings when these are called by the principal, if it is the desire of the local administrator for them to attend.

EMERGENCY CLOSING OF SCHOOL

Occasionally during the winter it becomes necessary to close schools because our busses cannot operate. Of course, we hope that this number of days can be held to an absolute minimum, but with nearly everyone of our children beging transported, the weather sometimes keeps us from doing this. On any morning when it appears that transportation may be impaired because of weather conditions, anyone wishing to know whether or not our schools will be closed on that day should listen to Radio Station KMOX. Announcements of closings or any special conditions will be carried on this station each time the new broadcast is made.

PAYMENT FOR CLASSROOM SPACE

Since September, 1960, the Special School District has paid other school districts $1000 a year rent for each classroom used by the Special School District to provide the program for educable mentally retarded children. This payment includes reimbursement for heat, utilities, janitor, use of the cafeteria, service of the school nurse, and the time spent by the building principal on this program. In addition, the Special School District gives the districts in which junior and senior high school classes for the educable mentally retarded are integrated a flat grant of $75 per child in average daily attendance, if the child is integrated in regular classes. The Special School District also pays up to $300 for each elementary unit of pupils integrated in local school buildings.

The Board of Education has approved arrangements with local teacher training institutions for the placement of student teachers with selected classes. These arrangements are discussed in detail with individual teachers concerned.

POLICY ON STUDENT TEACHING

The Special School District provides student teaching opportunities in cooperation with a number of colleges and universities preparing teachers and other professional personnel in special education.

Since the cooperating teacher plays a critical role in the student teaching program, a system of remuneration has been established and applies to all training institutions requesting placement of student teachers.

The following policies govern the student teaching program:

1. The applying institution shall arrange for placement of student teachers by communicating in writing with the proper department administrator (Mentally Retarded, Orthopedically Handicapped, Deaf, Speech Handicapped, Hyperkinetic, Psychology, Social Work Administration). The department administrator will clear all appointments with the Superintendent.

2. The applying institution shall be prepared to offer the cooperating teacher a choice of

   a) fifty dollars ($50) cash from the institution or

   b) free tuition for a three semester-hour course during the ensuing three years.

3. Observations of teaching, as distinguished from student teaching, may be arranged in a similar manner without remuneration to the teacher(s) being observed.

BOOKS, SUPPLIES, EQUIPMENT AND FURNITURE

Each teacher is furnished a catalog showing the textbooks, workbooks, traveling filmstrips, traveling records, traveling books, and the instructional supplies that are regular stock items. Specific instructions are given in the front of the catalog regarding the procedure for ordering the above items, special orders, requests for furniture, equipment and other materials.

TEACHER REGULATIONS AND POLICIES

CERTIFICATION: By law, the Special School District, as any other school district, can employ only those teachers who hold the proper certification to teach in the area in which they are employed. In special education this means, of course, that teachers employed by the District must be certified in either elementary or secondary education and, in addition, have the specialized certification necessary for that area. In vocational-technical education, the teacher must meet the requirements as set up by the State Department of Education.

Special School District may employ people with temporary certification in their specialized field in the event fully certified people are not available.

Individuals who are on temporary certification must take the responsibility for removing the deficiencies in the time allotted on the certificate. The Superintendent or Director of Personnel will be available to discuss certification problems with any teacher desiring help in planning for a systematic removal of a deficiency. IT CANNOT BE EMPHASIZED TOO STRONGLY, HOWEVER, that it is the TEACHER'S responsibility to arrange for the removing of the deficiencies and supplying the office of the Special School District with transcripts indicating which courses have been taken.

POLICY RELATING TO EXTRACURRICULAR ACTIVITIES

1. Responsibility of Certificated Personnel: All professional personnel must realize that they should undertake no additional teaching responsibilities, or other extracurricular professional responsibilities, which will in any way interfere with their full time position with the Special School District and must realize that their first responsibility is to this District.

2. Other Professional Work During School Hours: No certificated employee may engage in any other professional work, for pay, between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday, during his contract year with the District, without prior Board of Education approval. Past performances by the employee will be considered in determining whether permission will be given for such work during the early morning or late afternoon hours. Under no circumstances will permission be given to teach more than one 3 semester hour course at any one time. In making its decision, the Board will consider the recommendations of the individual's superior and of the Superintendent of Schools. However, no authorization will be given to engage in any professional activity which is not related to the field of special education or vocational and technical education.

3. Teaching After School Hours. Teaching after school hours shall be limited to a course or courses in one institution at any one time and shall not be for more than two evenings in any one week. Before such teaching assignments are accepted, permission must be requested through the applicant's immediate superior in the District. That superior will forward the request to the Superintendent of Schools, together with his or her recommendation. The decision will then be made by the Superintendent. A teaching assignment cannot be accepted without a letter of authorization from the Superintendent.

4 Materials and Supplies: No Special School District material, supplies or clerical time can be utilized in preparation for outside teaching or professional work. Those facilities and any other expense are the responsiblity of the individual

5. Private Professional Practice: Any certificated employee engaging in consulting or private practice shall not use any time, materials or clerical help of the Special School District and shall engage in no private practice during his or her working hours with the District. Prior to engaging in private practice, permission shall be requested through the applicant's immediate superior who shall forward the request, with his or her recommendation, to the Superintendent of Schools. The consulting or private practice work shall not be engaged in without the written approval of the Superintendent of Schools.

MISSOURI STATE TEACHERS' ASSOCIATION INSURANCE: If teachers request it, the premium for Missouri State Teachers' Association insurance will be withheld from pay checks and forwarded to the proper office. These requests must be made in writing prior to the preparation of the first payroll of the Special School District for the school year.

PREGNANCY: If a teacher becomes pregnant during the school year, she will be permitted to teach until Special School District or local district school authorities request that her teaching be terminated to conform to the best interests of all parties involved, or until she can be replaced.

RELATIONSHIP TO AGENCIES: No employee of the Special School District will enter into a relationship with any agency as a respresentative of the Special School District without prior approval of the Board of Education of the District.

RETIREMENT: Contracts to personnel shall not be renewed automatically on July 1st following their 65th birthday. However, special consideration may be given to persons on an individual basis upon the recommendation of the Superintendent. The special consideration shall be on a year to year basis after age 65 and no one shall be employed following their 70th birthday.

REQUESTS FOR INFORMATION FROM AGENCIES: Requests for information from agencies concerning children under a teacher's care should be channeled through the Central Office so that proper clearance can be obtained before information is released. Solicitation of information will be carried on in the same way. This is necessitated by the fact that many times the Central Office has information about children which is of confidential nature and can be released only with permission of the parents.

SALARY SCHEDULE AND PROVISIONS:

SALARY SCHEDULE FOR 1966-67

Step	B.S. DEGREE	*B.S. plus 30 hrs.	M.A. DEGREE	M.A. with 180 hrs.	**M.A. plus 30 sem.hrs.
1	$5300	$5400	$5600	$5700	$5800
2	5510	5615	5850	5955	6060
3	5720	5830	6100	6210	6320
4	5930	6045	6350	6465	6580
5	6140	6260	6600	6720	6840
6	6380	6505	6880	7005	7130
7	6620	6750	7160	7260	7420
8	6860	6995	7440	7575	7710
9	7100	7240	7720	7860	8000
10	7340	7485	8000	8145	8290
11	7580	7730	8280	8430	8580
12	7820	7975	8560	8715	8870
13	8060	8220	8840	9000	9160
14			9120	9285	9450
15					9740

*B.S. plus 30 hrs. means 30 semester hours of credit earned after the degree was completed.

**M.A. plus 30 hrs. means 30 semester hours of credit earned after the degree was completed.

Provisions: The following provisions are a part of the Special School District Salary Schedule:

1. Teachers new to the District and being employed for the first time may be granted up to five years experience on the schedule. The step on which a new teacher enters will be determined on the basis of their experience and training as shown on their teacher's application and official transcript of college credit.

   Each teacher must furnish a complete transcript of college credit for Central Office use. All transcripts for certification and for verificiation of placement on salary schedule must show credit completed prior to Labor Day of the current school year. All transcripts of credit for certification and verification of salary schedule placement must be filed prior to September 25th in order for the person to draw his first pay check.

2. Each teacher, in order to remain on the salary schedule, will be required to attend an appropriate workshop at least once every three years and to obtain at least five semester hours of approved college credit every six years. Approval should be obtained in advance from the department head for these courses.

3. Membership in the C.T.A., S.L.S.T.A. AND M.S.T.A. will be expected. Membership in other professional organizations, such as N.E.A., C.E.C. and A.S.H.A. will be strongly urged.

4. Teachers are to be allowed ten days for sick leave each year and the amount of time not used each year can accumulate to a total of 75 days. Teachers serving their first year are granted one day each month through the first year. Leaves for pregnancy cannot be counted as sick leave. One day a year of sick leave may be used for business of a pressing personal nature, such as attending a relative's funeral or the graduation of a son or daughter from college. Sick leave is interpreted as the individual being sick or having to miss for emergency illness in the immediate family or for deaths in the immediate family. By immediate family we mean, husband, wife, child, father, mother, brother, sister, father-in-law, mother-in-law, brother-in-law or sister-in-law.

STAFF MEETINGS: Teachers should plan to keep Monday nights free for professional meetings. Community Teachers' Association meetings will be scheduled on that night, as will any general staff meetings. Other area staff meetings will be conducted as described in the following pages under specific areas.

SUBSTITUTES: Each of the areas on the following pages has specific instructions as to making arrangements for substitutes. In general, however, each teacher has the responsibility for notifying the proper assistant superintendent, coordinator, principal or curriculum consultant as early as possible in the morning that he cannot be in attendance on a given day. The head of each department keeps a list of available substitutes and makes the necessary arrangements for the substitute. Substitutes are paid at the rate of twenty dollars ($20.00) per day.

WORKMEN'S COMPENSATION: The employees of the Special School District are covered by Workmen's Compensation when on duty with the District. This covers the individual for accident and death benefits. If injured on the job, the employee should check with the Central Office about the proper forms to fill in and physicians that are approved for Workmen's Compensation examinations and service.

If an employee is absent from the job and is covered by sick leave, the check from the insurance company for Workmen's Compensation must be indorsed to the Special School District. However, if the individual employee is not covered by sick leave pay, the check will be given to the employee in lieu of pay during the period for which they were absent. We hope you will be fortunate and not need this coverage, but we feel that this protection should be awarded our employees.

TRAVEL TO CONVENTIONS: It is the policy of the Board of Education to encourage attendance of all professional staff members at State and National professional meetings.

Policy for Conventions:

1. Positions of Assistant Superintendents and Coordinators. Members in these positions will have full convention expenses paid to National, State and regional conventions as approved by the Superintendent of Schools and Board of Education.

2. Supervisors, Principals, Curriculum Consultants, Psychological Examiners, Social Workers; shall have full expenses paid to National or regional convention every other year, and expenses paid to State conventions on recommendation of their supervisor and approval of the Superintendent.

3. Teachers and other Professional Staff Members. Each department head may select one person to attend a National or regional convention for each 25 professional staff members or major fraction thereof, with the Special School District paying their transportation cost to the convention if approved by the Superintendent of Schools. If a National or regional convention is held locally, within a 350 mile radius, special arrangements will be made to allow staff members to attend with the Special School District employing substitute teachers.

4. Annually each department head, (1) Speech and Hearing, (2) Orthopedics and Vision, (3) Mentally Retarded, (4) Psychological Services, (5) Vocational-Technical and (6) Business Administration shall be required to submit, on a biennial basis, a budget for his department setting forth the anticipated convention travel needs. If these budgets are approved by the Superintendent and Board of Education, each department head will be expected to conform to his projected budget as submitted and approved.

USE OF EQUIPMENT IN SUMMER: The policy of the Board of Education is that teachers may use equipment, such as tape recorders and typewriters during the summer months, with the provision that this equipment be used in the office of the Special School District.

CHILDREN - REGULATIONS AND POLICIES

ATTENDANCE REPORTING: Each teacher has been supplied with an Attendance Reporting Book which describes in detail the process by which the attendance of the Special School District shall be kept. Every child who attends special education (with the exception of Speech Correction) will have his attendance kept by the Special School District only. Special directions concerning the keeping of attendance are described according to area in the following pages. The attendance of pupils at the Technical School will be sent to the pupil's home district.

By school law, each teacher must swear to the accuracy of her attendance records and these, in turn, must be certified by the administration to the State Department of Education in Jefferson City The calculation of the District's State Aid is dependent upon accurate attendance reports. Therefore, there is not only the legal responsibility, but the moral responsibility to assure the District of receiving its proper share of State Aid through attendance reporting.

Special attention must be paid to the transfer of students and to students who drop out during the year. This information must be relayed to the proper person so that information can be available to agencies and schools requesting such information. Requests for information concerning individual children from agencies and schools must be referred to the Central Office.

DISCIPLINE - CLASSROOM AND BUSSES: By and large, we will expect teachers to be responsible for the discipline of their own pupils while they are under their jurisdiction. Corporal punishment will not be used by the employees of the Special School District in facilities operated by the Special School District. Those classes located in other public school buildings will be guided by the policy of the local district. It is hoped, of course, that discipline of the children will result from an interest in their work and, therefore, this becomes an intrinsic motivation brought on by the children being interested in what they are doing, rather than an extrinsic discipline of which corporal punishment is the poorest example.

If, for any reason, a child seems to need discipline beyond that which can be brought to bear by the teacher, help should be requested of the building principal either in the units operated directly by the Special School District, or the principal of the local building. Particularly serious cases should be referred to the assistant superintendent, coordinator or supervisor so that the necessary study of the causes for the poor behavior can be conducted and recommendations made. The Superintendent, assistant superintendent, coordinator (Special School District), or the building principal are the only people authorized to suspend a student from the classroom for disciplinary reasons. Such suspensions shall be for as brief a time as possible, and for no more than five days. In all cases of suspension of a Special School District child by a principal, whether Special School District or local district, a letter will be dispatched immediately to the parents or guardians concerned, with copies to the Special School District Superintendent, assistant superintendent or coordinator concerned as well as the teacher.

We would expect the teachers to work with children in developing good attitudes toward self-discipline while riding on school busses. The bus drivers, of course, must maintain adequate order to provide safe transportation. The particularly difficult cases are referred to the Director of Transportation, and conferences are held with the Central Office staff when it is deemed necessary.

ENTRANCE AGE: The policy of the Board of Education is that children must be six (6) years of age by September 30 to be accepted for school entrance for that school year. Any exceptions must be approved by the Board of Education.

FIELD TRIPS: Generally, each teacher will be allowed four field trips per year for which a bus is needed. The regulations concerning the mechanical arrangements for a field trip are as follows:

1. Have a parent's permission form completed for each student in your possession before taking the trip.

2. Complete the bus requisition form and mail it to the proper assistant superintendent or coordinator at least two (2) weeks in advance of the date of your trip. (Telephone calls for bus requisitions WILL NOT BE ACCEPTED.)

3. Plan your field trips so there will be positive educational outcomes from the trip.

HEALTH SERVICES: The Special School District employs a pediatric medical consultant to supervise the overall health policies of the Special School District; in addition, the District employs school nurses who give direct health services to the children housed in facilities operated independently by the Special School District. The nurses will provide routine health services on schedule.

Children enrolled in classes housed in local public schools will have their health service provided by the nurse serving that school. This service is part of the contract agreement with the local public school for the use of rooms located in the public schools.

The following general requirements constitute the school health policy of the Special School District:

1. Pre-school physical examination - arranged by parent
2. Re-examination at age ten and fourteen - arranged by parent
3. General medical supervision - pediatric consultant at school
4. TB Tine Test - school
5. Vision screening - school and parent
6. Dental screening - school and parent
7. Hearing screening - school and parent
8. Communicable disease control - school and parent

School nursing is an area of practice that encompasses aspects of both nursing and education. The school is concerned with the education of children and health as an important goal of education. The nurse who functions in the school, therefore, functions within its educational framework, her primary role being the promotion and maintenance of the health of the students and school personnel.

The areas of health for which schools should assume responsibility are:

1. Healthful school living, or environmental health
2. Health services that contribute to the educational program
3. Health education

The school nurse has responsibilities in all three areas, but in none of these areas is she in full charge of the program. She will assume direct responsibility for some things, assist in others and act as a consultant in still others. Specific areas of nursing responsibility are:

A. Health Appraisal

  1. Medical and Dental Examinations
    a. Assists in planning and arranging dental examination schedules
    b. May assist with the examination
    c. Request parents to obtain a medical examination from private physician or refer to a clinic

  2. Vision and Hearing Screening
    a. Vision screening for all children at least annually
    b. Hearing screening conducted by the Speech Department (follow-up on deviations from normal by the nurse)

  3. Heights and Weight Measurements
    a. Assists in arrangements for periodic weighing and measuring of all children.

  4. Follow-up
    a. Assist parents to obtain needed corrective care
    b. Assist teachers to make adjustments in programs, such as seating arrangements, when needed

B. Emergency care for accidents or illness

  1. Assists in setting up policies for ill or injured
  2. Renders first-aid to ill or injured students
  3. Assists in selecting first-aid supplies, and secures written medically approved first-aid instructions

C. Communicable Disease Control

  1. Participates in the development of policies and procedures for the control of communicable diseases and interprets these to school personnel and parents
  2. Assists school personnel in screening for communicable diseases
  3. Assists in arranging for isolation for ill children
  4. Examines children and school personnel suspected of a communicable disease, excludes and readmits according to school policy
  5. Determines immunization status by annual survey
  6. Interprets immunization program to school personnel, students and parents

D. Growth, Development and Nutrition

1. Understands growth characteristics and applys this knowledge when dealing with pupils and their problems
2. Recognizes deviations from normal growth patterns and calls this to the attention of the physician
3. Cooperates with school personnel and agencies in helping children overcome handicaps of over- or underweight, and counsels with parents and pupils

E. Guidance and Counseling

1. Confers with children and parents regarding health problems Obtains pertinent health history from parents
2. Confers with school personnel regarding health problems of pupils
3. Confers with school personnel regarding their own health problems, by request

F. Home Visitations

1. Serves as contact between school and home on health problems
2. Interprets home situation to school personnel as it affects the student's school program
3. Counsels with the parents about the health of their children and their adjustment to the school program
4. Recognizes the total family health status and its affect on the welfare of the school child

G. Records

1. Participates in the selection and use of health records
2. Keeps accurate, legible health records
3. Helps school personnel to interpret data recorded on the health records and to use the records as tools in the guidance of pupils

H. Mental Health

1. Recognizes signs of deviation from good mental health and assists the school to obtain a diagnosis when indicated
2. Inform parents of available resources when needed

I. Health Education

1. May teach single units on health, by request of the teacher
2. Serves as a resource person to all school personnel in matters of health education, suggests suitable health materials for class instruction and bulletin boards
3. Confers with teachers on health problems, assists the teacher to interpret to children procedures and purposes of medical and dental examinations, screening procedures, and measures which may be adopted in communicable disease control, first aid and safety programs
4. Suggests material to be taught concurrently with the various screening programs being conducted
5. May assist with in-service education of teachers, and other personnel, through workshops, institutes or individual conferences

LUNCH PROGRAMS:

A. Children in Special School District Buildings: Upon request, parent is provided a form with which to petition for free lunch. The petition, signed by the parent, must be endorsed by principal, supervisory person, nurse or social work, who, preferably after checking with teacher, home and/or agency, is in a position to attest to the need. The petition is then routed to Mr. Smith's office for authorization.

B. In rented rooms, the principal of the building should receive the request from the child or his family. The teacher may serve as intermediary and the request should follow local district policy.

If, in a rented room, a needy case is refused free lunch, the matter should be brought to the attention of Mr. Smith's office.

Forms for making application for free lunch may be obtained from your immediate supervisor.

SAFETY AND FIRE DRILLS: Every attention must be given to the proper exercise of good safety precautions. Evidence of unsafe conditions should be corrected IMMEDIATELY, if possible, and if not, referred to the proper assistant superintendent or coordinator so that adequate precautions may be taken.

In classes which are held in the local public schools, the classes of the Special School District will participate in the fire drills held in the local schools. Classes held in centers operated directly by the Special School District will have the necessary fire drills as directed by the administrator.

It must be remembered that at anytime the County Fire Marshall or the Fire Chief of any particular area may come into the school building and conduct a fire drill. In many cases, these will be unannounced fire drills. Every effort must be taken to organize the children so that they can make their exit from the school in an orderly, safe and efficient manner.

SCHOOL PICTURES: The policy of the Special School District is that it will not allow photographers to take pictures of our students in units operated independently by the Special School District; however, in local districts where it has been customary for the educable mentally retarded children to have their pictures taken at the same time as the other children in the school, it is the policy of the District that it will honor this custom.

STUDENT ACCIDENT INSURANCE: The Board of Education of the Special School District makes it possible for a student accident insurance plan to be made available to all children enrolled in the Special School District. In case of an accident, forms for reporting the accident can be obtained from the Central Office or building Principal if housed in Special School District buildings.

TAKING CHILDREN HOME: Occasionally, it becomes necessary for one reason or another to arrange to take a child home during the school day. The procedure to be followed is as follows:

1. Call the parents and try to arrange to have the parent call for the child.
2. If the parent is not available, call the Central Office to arrange for transportation for the child.
3. The teacher will NOT transport children without prior authorization from the administration of the Special School District.

TRANSPORTATION: It is the general policy of the Special School District to provide bus transportation for all the children living more than one mile from school. From a practical point of view, however, all physically handicapped children are transported no matter where they live. Mentally retarded children are transported if they live less than one mile from school by a specific authorization from the Superintendent or Assistant Superintendent in charge of Business Administration

TRANSPORTATION INFORMATION CONCERNING CHANGES IN SCHEDULE AND OTHER MATTERS RELATING TO TRANSPORTATION: These requests should be directed to the assistant superintendent or coordinator and NOT to the Transportation Office. The Director of Transportation is not authorized to take direction from anyone except the Central Office Staff.

TRANSPORTATION- REQUESTS TO RIDE SCHOOL BUSSES: No adults will ride the school busses unless they are specifically assigned to a bus by the Superintendent for the convenience of the Special School District.

AREA DESCRIPTIONS

On the following pages will be described the various areas of service offered by the Special School District. The policies and regulations concerned with a specific area of special education and vocational-technical education will be described on these pages. Each teacher, no matter what his area of teaching, is encouraged to read material on the other areas so that he will be in a position to be informed about the total operation of the Special School District and therefore, in a better position to interpret the objectives and operation of the District as a whole.

Each teacher will have the responsiblity for having an intimate knowledge of the policies and regulations described on the preceding pages and of the specific area in which he teaches.

DEPARTMENT OF PSYCHOLOGICAL AND SOCIAL SERVICES

The Department of Psychological and Social Services consists of psychological examiners and social workers who are under the direction of a chief psychologist. The department is organized to provide services to aid children through educational placement and consultation. These services are available to children who are enrolled in classes of the Special School District as well as those who are referred to the Special School District as possible candidates for class placement and consultation. Since the chief psychologist also serves as clinic director, the scheduling of new referrals and of re-evaluations is coordinated in a single unit. The services of the department can be arbitrarily categorized as follows:

I. PLANNING

Psychological and Social Services act as an aid in planning for the child in terms of his individual needs, capacities and abilities by gaining as complete an understanding of the child as possible. This may be accomplished by the use of individual psychological examinations, by gathering pertinent social data which includes information from parents, school personnel and interested agencies, and by direct contact with, and observation of, the child. The procedure for making referrals to the Special School District may be found on pages 2 and 3 of the Special School District Handbook. The referral form employed is shown on page 4.

II. TEACHER ASSISTANCE

Psychological and Social Services serve to support the classroom teacher and supplement her knowledge and understanding of each child. Help is given regarding understanding of the factors operating in his adjustment both in and out of the classroom, and by providing information regarding rate of development and reasonable expectation for progress in specific subject areas. Teacher referrals will be channeled through the department assistant superintendent, coordinator and/or supervisor.

III. PARENT CONTACT

Parents usually profit by the counseling offered to them by Psychological and Social Services. The help usually takes the form of increased acceptance of their child's handicap. They may need additional help in long term planning for their child in many areas, or they may need personal help and counseling involving referral to other, more specialized agencies.

IV. CHILD CONTACT

Psychological and Social Services offer direct help to each child in the program through individual testing and diagnostic evaluations. It is not, however, intended that services of this type should reach over into a treatment, or therapy program of a psychiatric nature.

PSYCHOLOGICAL SERVICES

The psychological section of this department offers the following types of services to the Special School District staff and to the other school districts of St. Louis County:

A. Individual testing and diagnostic evaluation of those children in Special School District classes and those considered as possible candidates for admission or itinerant assistance.

B. Distribution and assistance in the administration, interpretation, and utilization of group testing of children in the Special School District programs.

C. Contribution to ongoing research.

D. Recommendation as to placement of children on the basis of diagnostic testing which is discussed with assistant superintendents, coordinators and administrative personnel.

E. Participation in staffing of cases with assistant superintendents, coordinators, supervisors, and other contributing personnel, and the subsequent counseling with the parents.

F. Acting as a liaison between Special School District and agencies, parents, and other districts.

G. Assisting the classroom teacher by supplementing her knowledge of the child with the results of psychological examinations and other data.

EVALUATION CLINIC: As of November 1, 1961, all children who are to be enrolled in Special School District classes are required to be seen in the Special School District Evaluation Clinic. All referrals for Special School District enrollment and consultation are directed to the Director of the Special School District Evaluation Clinic. This includes: re-evaluations, new referrals, agency referrals, etc. Referrals for Special School District placement from the school districts of St. Louis County are scheduled for "screening" in the school before they are given clinic consideration. This "screening" involves the administration of psychological instruments, review of the student's records, consultation with the school administrators and teachers, etc. If the child appears to be a candidate for Special School District placement, or if the examiner feels a clinic evaluation will supply information which will be of benefit to the referral source, the case is recommended for a clinic appointment time. Due to the number of referrals, certain types of cases are given priority in scheduling.

Direct referral of children are accepted from parents, physicians, social agencies and other community resources. Such referrals may be seen at the Central Office without pre-screening. However, information regarding prior evaluations is secured before the child is seen here.

The referral source is, by Special School District policy, always given the responsibility of informing the parents or guardians that the child is being referred to the Special School District. After the referral source has completed this contact with the parents, the Special School District Clinic Director confirms a clinic appointment with the parents by letter and specified the date and time. Also included in this letter are two forms which the parents are asked to return. One of these is a form for initial social and developmental history, and the other a release of information form. This release of information form enables the Clinic Director to obtain information from agencies, hospitals, and other sources of information where the child may have been seen prior to the referral. A carbon of the appointment confirmation letter is sent to the referral source as an invitation to attend and participate in the staffing of the child on the clinic date.

The clinic is held at the Special School District Central Office. While the parents are being interviewed by a social worker for the purpose of obtaining a social and developmental history, the child is seen by a representative of several disciplines. A psychologist administers psychological and diagnostic instruments. A representative of the Speech and Hearing Department makes a language, articulation, and audiometric assessment. An educational and academic appraisal is obtained by one of the assistant superintendents, coordinators or supervisors from the various departments. The Special School District Pediatric Consultant makes a general physical appraisal. If recommended, the Special School District Orthopedic Consultant may be requested to examine the child. A representative from the Vision, Home Teaching, Vocational Rehabilitation and other disciplines may be requested to participate in the evaluation and staffing of the child.

Following the assessment of the child and the interview with the parents, a staffing is held in which all participants relate their findings. The referral sources and any other agencies or groups that have previously been involved with the child are requested and invited to contribute their findings and information to the staffing. The staffing is concluded by recommendation of placement for the child, or possible referral to some other community resource. If the child is recommended for Special School District placement, the ultimate decision as to whether the child is accepted or not rests with the assistant superintendent or coordinator of that department. A conference with the parents follows the staffing of the child. At this time, interpretation of the findings and recommendations are shared by appropriate staff members. All information garnered and contributed during the staffing is placed in the clinic folder and this information is forwarded to the staff in which the child is placed, whether it be Special School District, other school districts, agencies, etc.

Referrals to Special School District should be made on Form PS 7. A sample is printed on the following page. These forms can be obtained from the Coordinator of Psychological and Social Services by calling WO 2-4567.

HANDICAPPED CHILD REFERRAL FORM

NAME______________________________
(Last) (First) (Middle)

TO: Special School District of
St. Louis County, Missouri
9820 Manchester Road
Rock Hill, Missouri 63119

DATE OF BIRTH_______________
PARENTS_____________________
ADDRESS_____________________
____
TELEPHONE___________________

FROM: School District____________________ Date____________________
School Attending____________________ Grade____________________
Person initiating referral____

SCHOOLS ATTENDED____

REASON FOR REFERRAL: (check)
__For special class placement
__For placement outside Spec.Sch.Dist.
__For home teaching
__For consultation

TYPE OF HANDICAP: (check)
__Blind __Partially Sighted
__Hard of Hearing __Deaf
__Educable Ment. Retd.
__Trainable Ment. Retd.
__Orthopedic.Handi..
__Socially Maladjst.
__Sp. Def. - Lang.
__Other (   )

KNOWN PHYSICAL PROBLEMS____

PREVIOUS TEST RESULTS: Mental Ability, Achievement & Other (Social Maturity, etc.). List name of test, form, date and by whom administered, and results.

REMARKS:

NOTE: Use additional sheets if necessary and attach any information which would assist in planning for this child.

PS 7 REF 763

10

SOCIAL SERVICES

The social worker, in conjunction with the psychological examiner, acts as a consultant in providing the coordinators and teachers with basic psychological and social information necessary, not only in making the proper school placement for the child, but in helping him make an adequate emotional and social adjustment. Directly responsible to the chief psychologist, the social worker's services at the Special School District may include the following:

A. Receiving and screening referrals of new children coming into the District, securing information available about such children, and arranging for an evaluation when so indicated.

B. Interviewing parents of children who are evaluated in order to secure social history information, and to interpret the function of the Clinic and the general function of the Special School District. This service helps to prepare the parents for the possible placement of the youngster.

C. Participating in the Evaluation Clinic Conference as one member of the clinic team, sharing social history information which seems pertinent in the evaluation of the child in terms of placement.

D. Interpreting the clinic findings to the parent and, if indicated, participating with the supervisor or coordinator in helping the parent accept the placement.

E. Preparing social history information which will be available to the child's teacher so that she will have more knowledge of the child.

F. Following up with continued contacts with the parent and teacher whenever there is indication that such follow up would be helpful to the child's adjustment in the class room, or to the parents' acceptance and understanding of the placement.

G. Referring to proper community resources any child or family needing help which the Special School District cannot supply. Such referral may come as a result of clinic recommendation, or following a conference with a teacher, supervisor or coordinator. Needless to say, a parent may have the right to contact the social worker directly and be given an opportunity to express his feelings regarding any matter that is of concern to him.

H. Carrying on a supportive basis, individual cases which can be appropriately helped by this type of casework treatment.

I. Acting in a consultative role regarding children who are enrolled in the Special School District in regard to reevaluations in terms of change of placement, termination of services and future planning.

SPECIAL SCHOOL DISTRICT HYPERKINETIC PROGRAM

During the 1964-65 school year the Department of Psychological and Social Services operated a pilot study program for "hyperkinetic" children. This project is being expanded and has now become a program area in the Special School District.

Purpose and Goals

The purpose of this program is to provide special education for children with specific learning disorders.

The goals for this program are essentially as follows:

> To provide an educational program which will enable a child to obtain skills to compensate for specific learning disorders, perceptual involvement, and to achieve at a level which is reasonably commensurate with his abilities;
>
> To effect a more appropriate personal and social behavior thus improving interpersonal relationships;
>
> To return the child to a "regular" school program within an approximate two year period. (Being a treatment oriented program rather than a containment program.)

Admission Criteria

The following is a list to be considered as eligibility and admission criteria for class placement:

> A child's chronological age shall be six through ten years.
>
> A child shall have been contained in a regular school program, but will have demonstrated that he is not profiting therefrom.
>
> The minimal IQ shall be dull normal.
>
> The child will have demonstrated academic retardation.
>
> There will be evidence of specific learning disorders.
>
> Behavior shall be such as to render group placement practical; specifically free of behavior which is intolerably disruptive of group.
>
> Full parental approval and support will be required.
>
> Children whose major (if not primary) handicap is emotional overlay will not be considered eligible.

Admission Process

The intake process and acceptance of children into this program will conform to the same process used for all children entering into Special School District programing. Children will be referred by parents, agencies, physicians, regular school districts, etc. If at all feasible, a "screening" process will be utilized in the school where the child is enrolled. All children will be seen in the Special School District Evaluation Clinic utilizing a multi-disciplinary diagnostic procedure involving social work, psychology, speech and hearing, education, medical, and any other disciplines deemed necessary.

Acceptance and retention of a child in the program will rest with the coordinator of the department.

Programing

A two-fold program is offered; itinerant service and special classes.

The itinerant service provides consultation to the regular school where these children will be maintained in a regular school program and to provide a tutoring program for those children who it appears will profit from instruction on a limited basis by an itinerant clinician.

The special classes provide for children who meet the admission criteria and who appear to need a full time concentrated program with reduction in stimulation and utilization of special teaching techniques to correct and/or remediate specific learning disorders. The number of children per classroom is limited with one teacher and a teacher assistant.

HOME TEACHING SERVICES

Home Teaching is a service offered by the Special School District for children who are physically unable to attend school. These may be post-operative cases or any type of orthopedic disability too extreme for the child to attend orthopedic classes. They may also have any non-infectious illness or heart disease.

The program for homebound children requires: certified teachers, good cooperation from schools so that texts, materials, and assignments may be procured to coordinate the home teaching with the classroom, and the interest and help of the parents.

I. INTAKE PROCEDURE

. To be eligible for homebound education, an application must be secured from The Special School District office or the local public school. This must be signed by the attending physician giving the diagnosis and the possible length of time the child will need home instruction. No application should be filed unless the child will be homebound at least a month (Application for Home Teaching).

Any child in public, parochial, or private school in St. Louis County is eligible for home teaching if he cannot attend school.

II. TEACHERS FOR HOMEBOUND

The Special School District employs many certified teachers on an hourly basis who will be assigned to the elementary cases. Since the Special School District cannot employ a sufficient number of secondary teachers to carry the case load, teachers from the local schools may be used for junior high and senior high school students.

Homebound teachers need to be adaptable, cheerful, enthusiastic, tactful, understanding and ethical.

III. INSTRUCTIONAL PROGRAM

The children are to be taught five hours a week on a regular daily schedule. Secondary students may take only two subjects and two teachers may be assigned to teach these.

Teachers are to provide the usual instruction adapted to individual needs, develop desirable attitudes, knowledge and skills, and to stimulate interest. Some children may need enrichment experiences for leisure time.

The teachers should plan with the parent for a place to work and for avoiding unnecessary interference from radio, television, and other family members.

All home teaching should be completed by five o'clock, and the teaching schedule should be arranged for the convenience of the home as far as possible.

The teacher is to send two monthly progress reports (Page 5, bottom) to Special School District and definite grades at each grading period. The teacher is also to send to Special School District a time sheet showing days and length of time the child was taught (Time Sheet for Home Teaching). When the case is terminated, a set of these evaluations and the number of hours taught will be sent to the principal of the school the child attended, or to the Director of Special Services. (Page 5, top, shows the form that is sent to the school.)

State of Missouri
DEPARTMENT OF EDUCATION
Special Education Section
Hubert Wheeler, Commissioner

APPLICATION FOR HOME TEACHING

Please fill in the information requested below and forward in triplicate to Mrs. Allalie Del Pizzo, Supervisor Home Teaching, Special District, 9820 Manchester Road, Rock Hill, Missouri 63119

Date of Application ______________ Name of Child ______________________________
Name of Parent ______________________________ Tele. No. ______________
Address ______________________________ Date of Birth ______________
Name of local school district sponsoring home tutoring ______________ .Grade ________
Name and address of school attended ______________________________
____
Administrative Officer of Special District ______________________________

PSYCHOLOGICAL TEST

Name of test(s) ______________ Test results ______________
______________ ______________
______________ ______________
Date ______________ Signature of Examiner ______________

Teaching by telephonic communication? Yes ____ No ____
Teaching by home teacher? Yes ____ No ____ (If **yes**, complete the remainder of this section.)

______________ ______________
Name of Teacher Employed *Address*

______________ ______________
Type of certificate now held *Expiration date of certificate*

(This space is to be used by attending physician)

I recommend that this child have school work at home (or hospital).

Diagnosis: ______________________________
Reason for homebound condition: ______________________________
Approximate length of time child will be homebound: ______________
If child has a cardiac difficulty, how many minutes per day should he receive instruction? ________

Recommendations: ______________________________

Date ______________ Signature of Physician ______________

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY, MISSOURI
9820 Manchester, Rock Hill, Missouri 63119
WO 2-4567

TIME SHEET FOR HOME TEACHING

Please fill in the exact amount of time you taught under the correct dates, and return before the 28th of the month to Mrs. Allalie Del Pizzo, Supervisor of Home Teaching. This time sheet begins on the 26th of the previous month.

This is to certify that I have taught______________________________
Name of Pupil

on the following days:

Month of________________________19_____

Date	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10
No. of Hours																
Date	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
No. of Hours																

THIS DATE IS NOT TO BE FILLED IN UNTIL THE CHILD RETURNS TO SCHOOL, OR THE CASE IS TERMINATED.

Date:__________ __________ 19________
Month Day Year

TOTAL HOURS ☐

Respectfully submitted,

____
Signature

____
Date

I, parent or guardian of the above named student, certify the above teacher has instructed my child on the days shown above.

____
Signature

____
Date

HT-4

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY, MISSOURI
9820 Manchester, Rock Hill, Missouri 63119
WO 2-4567

Home teaching for ______________________________, __________________,

of the ________ grade has been terminated. This child was taught _____ hours

from ________________________ to ____________________.

ALLALIE DEL PIZZO
Home Teaching Supervisor

SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY, MISSOURI
9820 Manchester, Rock Hill, Missouri 63119
WO 2-4567

Home Teacher:

Please evaluate the progress of ______________________________ each month. At regular grading periods (or upon case termination prior to the next scheduled grading period), include grades for subjects taught. Send both copies to Special School District.

____
Month

ALLALIE DEL PIZZO
Home Teaching Supervisor

____

____

____

____

____

____
Home Teacher

DEPARTMENT FOR THE ORTHOPEDICALLY HANDICAPPED

The department for orthopedically handicapped provides education for physically handicapped children who otherwise are excluded from public education. This program is based on the philosophy that each child is entitled to be educated to the limit of his mental and physical abilities. The aim is to begin at the level of the child's development and assist him in achieving as much as he is capable, with the ultimate goal of high school graduation, as is true in all public education. Some children are not capable of achieving a secondary school education, and every effort is made to recognize this early enough so that more realistic goals can be set up for these children and their parents.

Facilities for orthopedically handicapped children are so designed that they may function as independently as possible. The absence of steps to any part of the building, wide halls, special doors, bathrooms, blackboards and desks designed especially for children who are not mobile. Buses equipped with ramps, seat belts, and special equipment for wheel chairs, transport the children to centers in locations which serve all sections of the County. Each center is made up of at least four classrooms, physical therapy and occupational therapy departments and has the service of a speech therapist.

ACADEMIC PROGRAM

The curriculum of the academic program varies with the needs of the individual children and of the group in each classroom. It is hoped that the program fits the needs of the children rather than the children fitting into a set program. As nearly as possible, regular school subjects are presented to each child at his level of achievement and he progresses as rapidly as he is capable in each subject.

Readiness: These classes include the six year old children. Some children may need to spend more than one year in this class. Usually this is their first public school experience. Reading and number readiness, socializing in group living, and language development are stressed in this program. With children at this age the therapy program is an integral part of the child's school day. When the children have achieved the academical equivalent to the first grade level in public school, they are then considered ready for the Primary group.

Primary: This group constitutes children who are achieving the 2nd and 3rd grade level. The academic program is emphasized more at this level than is in the readiness class.

Intermediate: This group constitutes equivalent to 4th, 5th, and 6th grades in all subjects. Children who are orthopedically handicapped do not always achieve in each subject at the same rate. For instance, they may be reading at the fourth grade level and doing arithmetic at the fifth grade level. Each child is allowed to progress in each subject at his own rate of development.

Jr. and Sr. High School: The Special School District offers a complete program at the Jr. and Sr. High level. Students may be enrolled in the same subjects as in any public school. The choice of subjects is limited because of the number of children served. However, the needs of each child are considered and every attempt is made to prepare the student for future training whether it be trade school, vocational training, or college. In some instances, the Special School District teachers are not qualified to teach special subjects. Parttime teachers are hired who fill in when necessary. If a student completes the required high school subjects he is awarded an accredited high school diploma.

MULTIPLY HANDICAPPED

Children with multiple handicaps, who find it impossible to participate in our regular orthopedic programs and whose major handicap is physical (thus they are not accepted in other Special School District programs), are placed in a classroom for multiply handicapped. The age range in this class varies and much of the instruction is individual learning with special techniques and equipment to fit the needs of each child.

Electric typewriters, page turners, special chairs and desks, plus many other types of adaptive equipment are utilized with these children.

Physical, occupational, and speech therapies make up the major components in the program of physical development of each child. Cooperation with the child's own physician or clinic is essential in developing a realistic program of common goals for the individual child.

SHRINERS HOSPITAL

The Special School District provides the educational program for school age children who are confined to the Shriners Hospital for Crippled Children which is located at 2001 South Lindbergh Boulevard in St. Louis County.

When the staff at the hospital sends the letter of admission to the child's parents an educational form is enclosed which can be completed by the local school officials and brought to the hospital when the child is admitted.

Children receiving instruction in the elementary grades use the textbooks and materials provided by the Special School District. Secondary students are allowed to bring their own textbooks to the hospital and every attempt is made to assist the students in keeping up with their peers while confined to the hospital. There is close cooperation between the Special School District and the child's home district. When the child is discharged from the hospital report is sent to the local school district.

The teachers at Shriners Hospital are expected to cooperate with the hospital administration, nurses, therapists, and other hospital personnel in corrdinating the child's school program with other facets of his hospital life.

MEDICAL CONSULTANT

The Special School District employs an orthopedic surgeon approved by the Medical Advisory Committee and Board of Education to serve as a consultant whenever his services are needed. He coordinates each child's therapy program in that he sets up the program with the therapists (physical and occupational) according to the child's own physician's prescription for therapy, and he communicates with the physicians if the need arises. The Medical Consultant directs all correspondence and reports to the child's own physician on the physical progress of the child. He makes recommendations to the Special School District from an orthopedic viewpoint regarding the placement of children in various school programs.

PHYSICAL THERAPY

The physical therapist treats the children's physical disabilities and works with them in helping them to perform essential functions to the best of their ability. (i.e., sitting, balance standing, gait training, stair climbing, etc.)

The physical therapist works closely with the other members of the professional team, a child's physician, and parents in planning and carrying on a child's total physical rehabilitation program. This program is based on her knowledge in therapy techniques and their application. Therapists employed by the Special School District are graduates of approved Schools of Physical Therapy.

OCCUPATIONAL THERAPY

Occupational therapy includes functional training of the upper extremities to increase range of motion, strength or coordination and to aid the children in performing activities of everyday living and self care. These may include eating, dressing, writing, etc. The occupational therapist utilizes many activities and pieces of adaptive equipment to achieve her goals with the children. Each activity is geared to the individual child's needs and the extent to which he will perform each task. Control braces and splints are often devised, with the approval or recommendation of the child's physician. Close cooperation between the parents and the therapists is necessary for an effective program. Therapists employed by the Special School District are graduates of approved schools of occupational therapy.

SPEECH THERAPY

Speech Therapy is provided for the orthopedically handicapped children in cooperation with the Special School District Department of Speech and Hearing. This service is discussed in another section of this handbook.

The speech therapist is an integral member of the professional team, and contributes her knowledge of this aspect of the development of the child. It is her job to help each child to develop speech which is as usable and intelligible as possible within the limits of the child's individual disability.

STAFF MEETINGS

The staff will attend meetings called by the building principal, as well as departmental meetings which may be called by the coordinator or head teacher.

REPORTING PUPIL PROGRESS

The staff of the Orthopedically Handicapped Department reports pupil progress in a number of ways. Only through communication between the home, the school, and the physician can the child's total educational program, both mental and physical, be successful. It is the goal of the staff members of this department to report progress to other members of the "team" in various ways.

1. Staffings. Each child is staffed at least once a year by the professional team in the school. The teachers and therapists report the progress, or lack of progress, of each child, and common goals are set up for the child's school program. Recommendations are made for further tests, examinations, or reevaluation of the clinic staff.

2. Parents. Parents are requested to come to the school for a conference with the child's teacher and therapists at least once a year. In some cases, it is necessary for the staff and parents to work close together in the planning of the child's school program. In these cases several conferences may be necessary.

3. Written Report. A written progress report (report card) is sent to the parents twice a year, once during the first semester and at the end of the school year.

4. Physician's Report. A report containing comments from each staff member is sent to each child's physician or clinic at the close of each semester.

DEPARTMENT FOR THE VISUALLY HANDICAPPED

It is the philosophy of the Special School District that if visually handicapped children in general are to function as well-adjusted members of society that the best educational placement for them is in a school situation where they can develop with sighted children and where they can remain a part of their own family and neighborhood groups. It is recognized, however, that some children need the highly specialized environment offered in a residential school. The Special School District attempts to arrange for the placement of each child in the proper program on the basis of his individual needs.

Children with visual problems who are seen by the Evaluation Clinic can be considered for placement in several types of programs on a trial basis. They are as follows:

Residential School: Children with severe visual defects or with learning problems who need more specialized techniques or instruction are better served at the Missouri School for the Blind. In some cases the family situation is such that it is better for the child to be placed in a residential school as a temporary placement. The Special School District provides transportation daily for children attending Missouri School for the Blind.

Resource Class For Partially Seeing: After careful screening it is felt that some children with severe visual defects can participate in a normal school setting if visual aids and speech instructors are available for them. The Special School District operates a Resource Room for partially seeing children at the Frazier School in the Brentwood School District. The resource teacher coordinates each child's program in the regular classroom, provides special instructional materials, and specialized tutoring when necessary. These children spend more than half of their school day in the regular class and the remaining time is spent in the resource room.

Large maps, tape recorders, talking books, large-print typewriters, large print textbooks and other visual aids are utilized to help the child to participate in this program. A large group of volunteers prepare lessons and textbooks on tape for these children. Many materials are made available through the use of tape recordings that otherwise cannot be obtained.

Resource Class For Blind Children

Blind children are able to attend regular public school at the Conway School in the Ladue School District in cooperation with Special School District. The children have special help in braille and in some subjects in the Resource Room with a trained teacher of the Blind who also coordinates their program in the regular grades with the classroom teachers. She prepares braille materials for the blind children to use with the sighted children. Braille textbooks are available from the American Printing House for the Blind and many are reproduced by local volunteers who have been trained for this service and give their time without cost.

Resource Class For Junior-Senior High School Students

Blind and partially sighted students may attend the Brentwood Junior-Senior High School. Each child's schedule of classes are planned to meet his individual needs and at the same time fulfilling the requirements in the regularly public school.

The resource teacher coordinates each child's program with each classroom teacher and assumes the responsibility of providing the child with instructural materials necessary for him to compete in the regular classes.

Consultant Service

Children with mild vision defects are frequently kept in their own community school and Special School District supplies a consultive teaching service so that each child's vision problems may be considered individually.

Large print texts, large scale maps, magnifiers, and testing materials are provided for the child in his regular classroom.

When specific learning problems relating to vision loss exist, short term specialized instruction is available for a limited number of pupils. The Consultant works with the children on an individual basis and bi-weekly in close cooperation with the classroom teacher.

Consultant service is available to the schools upon the request of the principal to the vision coordinator without the formality of a prior evaluation clinic workup. Achievement Tests in large type are available for these children to enable more accurate objective scholastic progress records to be maintained by the schools.

DEPARTMENT OF SPEECH AND HEARING

The goal of the Speech and Hearing Department of the Special School District is to provide each child with communicative skills commensurate with his ability. The staff, in order to attain this goal, ascribes to the basic philosophy set forth by the American Speech and Hearing Association in regard to responsibilities toward students, parents of students, colleagues, and the general public.

Specific factors must be kept uppermost in our thinking when considering the responsibilities of the educator dealing with children who have communicative disorders. The following would seem to be of principle importance:[1]

1. To treat each child as an individual, seeking every possible opportunity to increase our knowledge and understanding of the child as a person.
2. To treat and educate with intelligence and purpose.
3. To respect and guard carefully all confidential information.
4. To maintain a consistent program of self-improvement.
5. To recognize the delimitation of our field from that of other workers. To be prepared to prove our worthiness of their respect and to seek their services whenever necessary.

The Department of Speech and Hearing functions in a multi-directional fashion to serve the needs of the children of St. Louis County. Full time classroom programs and special speech and hearing therapy in the public schools are provided under this department. The Speech Correction program primarily serves children with speech problems who are enrolled in public school. The speech clinician is assigned by the Central Office to a school district as an integral staff member of each school to be served. Some speech clinicians provide speech correction for children who are educable mentally retarded and orthopedically handicapped. The hearing clinician is assigned by the Central Office to serve children who are auditorially impaired but capable of performing in a public school setting with special help. To provide educational facilities for the child with auditory impairment who cannot function in the public school setting, specialized classes are available. At present, elementary classes for deaf, language impaired, and hard-of-hearing children are housed in the Clayton School District. Primary classes for the above handicaps are located at the Special School District Lincoln School. The services of a full time audiologist are available and he functions as a diagnostician when the children are evaluated for educational placement in the program for auditorially impaired.

As stated, the total function of the Speech and Hearing Department is to serve children with communicative disorders. For clarity, the public school program will be considered separate from the classroom programs for deaf, hard-of-hearing and language impaired.

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[1] Van Riper, Charles, Speech Correction-Principles and Methods, Prentice-Hall, Inc., 1947, Pages 426-427.

SPEECH DEVELOPMENT CLASSES

Classes in speech development are designed for children with multiple misarticulations and sound substitutions. Children are eligible if they have not experienced a first grade failure and function normally in all aspects of behavior except speech. Class enrollments are small and children receive speech correction daily as an integral part of their academic program. Every effort is made to prepare the child for regular class placement as his articulation ability improves and his speech becomes more intelligible. Children may not remain in the program for more than one year.

LANGUAGE DEVELOPMENT CLASSES

Language Development classes are provided for children of normal intelligence who evidence difficulty in their ability to understand and to use language appropriate for their age and school placement. Children may be enrolled for the two year language program if they have not failed first grade. In conjunction with the traditional academic work, children study a language-oriented curriculum designed to improve their skills in speech sound articulation, sound discrimination, vocabulary acquisition and written and verbal expression. Every attempt is made to prepare children for placement in their local school district at the conclusion of the two year program.

ADMINISTRATIVE PROCEDURES: PROGRAM IN SPEECH CORRECTION

In-take

Speech Clinicians survey their assigned schools immediately after the beginning of school. Surveying is conducted by direct student interview. Consideration should be given to past records and teacher or parent referrals. The caseload (80-100 children per clinician) is selected from those children surveyed. Present policy stresses only the enrollment of children with multiple defects and/or severe voice or stuttering problems.[1] When the caseload is established, an Enrollment Card is completed for each child who is to receive speech correction. An Observation Card is completed for those children diagnosed as having a speech problem, but not scheduled for immediate assistance. Observation Cards are also completed for children who have been in the program and are ready to be dismissed. Enrollment Cards and Observation Cards remain with the speech clinician until submitted to the Supervisor on November 15th and again on June 10th.

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[1] Children rating 3, 4, or 5 on the articulation, voice, or stuttering severity scale used the by clinicians.

Educational

After the survey has been completed and the caseload is established, a therapy schedule is organized on the basis of type of problem, age, and grade placement of the child. In keeping with good educational procedures, the speech clinician should schedule a child for as many sessions per week as his problem warrants, with due consideration of the time requirements of the individual school. Children should be shceduled at least twice a week for periods of 20-30 minutes. It is recommended that group sessions not exceed four children. Speech clinicians working with children who are orthopedically handicapped and mentally retarded should structure their program to consider the nature of the handicap. If a child has neuro-muscular involvement, attention should be given to his physical ability as well as his need for speech and language development.

Enrollment Cards must be completed for all children on the caseload. The score or rating for the type and severity of the speech problem must be indicated. It is important that a judgment of the child's level of speech development be made at the beginning of the program. Before the Enrollment Cards are submitted to the Central Office on November 15th, the following information must appear on the cards: child's full name, parent's name, address, phone, date of original entry into speech program, birthdate, and school district. All remaining information should be gathered (at clinician's convenience) before cards are returned to the Central Office in June, but it would seem to be a sound clinical practice to obtain this information as soon as possible so the clinician may use it during the school year.

Observation Cards should be completed for all children who evidence some type of speech problem even though their problem may not qualify them for immediate enrollment in the program. Observation Cards should also be made for all children, formerly enrolled and presently ready for dismissal. This should be done at the beginning of the school year or at any time during the year when a child is dismissed from the caseload. The child is placed under observation, and an Observation Card should be filled out and stapled in front of the active card. Conversely, if a child is taken from observation and placed on the caseload, an Enrollment Card should be completed and stapled in front of the Observation Card. The card(s) for a child who has corrected his problem and is no longer active or observational should be placed in a dismissed category in the card files and should not be sent to the Central Office. Cards of children who have transferred out of the jurisdiction of the Special School District should also be kept by the clinician for a five year period.

Each child in the speech correction program should be re-evaluated carefully at regular intervals. Semester breaks in January and June should be reserved in the schedule for reappraisal of the child's speech. If at either of these times the clinician decides the child has made enough progress to be dismissed, an Observation Card should be filled out, attached in front of the Enrollment Card, and placed in the category "dismissed-observation". At regular intervals his speech should be checked and formal dismissal should take place at the end of the next semester.

Referrals

Frequently, a clinician will need additional information about a child. This information may be of an educational, psychological, or medical nature. To obtain new information most expediently, the clinician should request the information through the school principal or the proper special service department of the local district. If facilities are not available to utilize Special School District personnel, a Referral requesting services should be sent to the Speech and Hearing Department. A carbon of the request must be filed in the child's folder. The Assistant Superintendent in charge is available for consultation upon request. If it is advisable for him to observe a child for further diagnosis, a short description of the child's problem should be provided.

Reports

When enrolling a child in the Speech Correction program, the clinician should send a letter to each child's parents notifying them of their child's need for speech correction.

A copy of each clinician's schedule should be given to the principal and teachers. This schedule should list the children's names and classroom teachers according to the day and class period. In the construction of a schedule it is paramount that the child's academic program be considered carefully. Whenever possible avoid scheduling the child for speech correction during basic subjects, particularly if these are areas of difficulty for the child.

As soon as possible after the survey, a Speech Correction Report should be given to the principal and classroom teachers. The same procedure should be followed when a child enters the school and speech correction program after the initial Speech Correction Report has been made.

By October 1st, all clinicians are required to submit to the Assistant Superintendent of the Speech and Hearing Department a schedule of their weekly activities and an estimate of monthly mileage.

By October 10th, each clinician must submit an Enrollment Report listing the caseload that will be submitted to the State Department of Education. Each clinician must list 80 to 100 pupils on the Enrollment Report.

To learn as much as possible about each child, the clinician is encouraged to confer with those individuals who have a direct relationship with the child, parent, teacher or professional worker. Whenever possible a direct contact should be made with the parent. Good clinical procedure necessitates recording of all pertinent information. The suggested Conference Report may be used.

A child's progress and "carry-over" of speech sounds into conversation usually depends upon the reinforcement provided by parents and teachers. One way of maintaining cooperation is to report changes in the child's speech behavior through semi-annual progress reports sent to parents and school officials.

Record Keeping

During the school year, when a child is released from the active caseload and placed under observation, an Observation Card should be completed and stapled to the front of the active card. Conversely, if a child is taken from observation and placed in class, an Enrollment (active) Card should be made out and stapled to the front of the Observation Card. The card(s) for a child who has corrected his problem and is no longer active or observational should be placed in a dismissed category in the card files and should not be sent to the Central Office. If a child should transfer to another district in St. Louis County, the Enrollment Card and a notation recording the new district that the child is entering should be forwarded to the Supervisor of Speech Correction. In order to maintain the clinician's record, another card with necessary information should be placed in the transfer category. It is suggested that a file folder be kept on active cases particularly and on those observational cases where necessary. The file folder would contain such materials as conference reports, case history, speech record blanks, progress reports and correspondence pertinent to the case.

A clinician should keep an accurate record of each child's attendance. A Class Record Book is available for this purpose if desired. If a child is absent for a reason other than personal illness, notation should be made of the cause. If the clinician is absent, each child should be considered as absent for that day, unless a make-up lesson is arranged.

The Special School District reimburses clinicians for travel expenses between schools and for authorized travel for the Special School District. An estimate of miles traveled each month should accompany the clinician's schedule by October 10. Revised mileage forms should be completed and filed with the supervisor on or before June 5th. Clinicians should provide a careful explanation of authorized travel.

Co-ordination Days

To permit adequate time for conferences related to children enrolled in speech correction and time for testing of referrals, Friday afternoons have been reserved as Co-ordination Days. This time should be utilized judiciously to further the Speech Correction program. Efficient use of this time will enable the clinician to keep abreast of necessary reporting. The fourth Friday afternoon of each month is scheduled for General Staff Meetings. (This meeting will begin at 1:30 P.M. and the location of each meeting shall be announced.) A guest lecturer will discuss some facet of Speech Pathology or Audiology at four of the nine scheduled staff meetings. The five additional meetings will deal with inter-departmental problems and topics of interest in a comprehensive Speech Correction program.

Clinician's Absences

If a clinician must be absent from school, he should call the secretary of the Speech and Hearing Department and report the reason for his absence. The principal(s) of the schools he visits that day must be notified prior to the beginning of school. This is the clinician's responsibility.

Calendar Notations

October 1	Clinician's schedule of weekly activities and estimate of monthly mileage.
October 10	Enrollment Report for State Department
November 15	Enrollment Cards and Observation Cards, properly banded and marked.
June 5	Mileage Form
June 10	Enrollment Cards and Observation Cards, properly banded and marked, and Year-End Tabulation Report.

Departmental Staff Meeting every fourth Friday of each month.

PUBLIC SCHOOL HEARING CONSERVATION PROGRAM

The Special School District will provide, upon request by the superintendent of a public school district, a hearing testing program. This program offers routine audiometric screening for all children in odd numbered grades one through eleven and for new pupils in the even numbered grades. Follow-up audiological and otological evaluations for children failing the screening tests are provided at the Special School District Clinic.

PUBLIC SCHOOL HEARING THERAPY PROGRAM

Hearing clinicians establish their caseload from referrals by speech clinicians, school administrators or nurses, direct screening. Children leaving auditorially impaired classes are also referred to hearing clinicians for follow-up in their public school. Referrals should be made to the Hearing Supervisor of the Special District. A child will be audiometrically tested and medical and educational information collected. When necessary, special audiometric tests can be administered in the Clinic. When all available information has been obtained, the hearing clinician schedules a conference with the child's principal to discuss his educational program.

Because of the nature of the children's handicaps in this program, most of the children receive individual attention. The severity of the handicap will determine the length and number of lessons that each child receives per week.

The lessons incorporate a multi-sensory approach designed to teach the child how to employ his residual abilities optimumally and function more adequately in his environment.

CLASSES FOR THE AUDITORIALLY IMPAIRED

Classes for the deaf are provided for children with severe to profound hearing impairments. Audiometrially, these children have a hearing level of 70 dB (I.S.O.) or greater in the better ear. The oral method in which children are taught speech and lipreading is basic in all classes. Full use is made of the child's residual hearing by the use of group auditory training units and individual hearing aids. Although an academic curriculum through the sixth grade is provided, children may be placed in their local schools at any time. Deaf children also have the opportunity to integrate into normal hearing classes for selected subjects prior to returning to their school. A vocational program for secondary students is available.

Classes for the hard-of-hearing are provided for children with moderate to severe hearing impairments. Audiometrically, these children have a hearing level of 40 dB to 60dB (I.S.O.) in the better ear and/or severe high frequency impairments which would preclude their receiving speech and language with adequate clarity to acquire primary academic skills. Children are taught to lipread and to utilize their residual hearing with or without amplification. The curriculum emphasizes speech correction, hearing conservation methods and language arts at the first and second grade levels. Children are prepared to return to their own school at grade level.

CLASSES FOR LANGUAGE IMPAIRED

Children who are language impaired are severely handicapped in their ability to receive, understand, and/or express language meaningfully. They have symptoms of cerebral dysfunction and impaired development of the symbolic processes of speech and language. Many of the children with severe communication disorders have secondary problems that may be of visual-motor, auditory, or behavioral in nature. They are enrolled in a program incorporating diagnostic and multi-sensory teaching. When a child reaches maximum development in language he may be placed in a regular classroom or in a classroom for children with auditory impairment.

ADMINISTRATIVE PROCEDURES: CLASSES FOR AUDITORY AND LANGUAGE IMPAIRED

In-take

Children who are diagnosed as deaf, severly hard-of-hearing, or language impaired should be referred to the Assistant Superintendent of the Speech and Hearing Department. At the time of referral mention should be made of previous agency contact. As soon as the referral has been processed and pertinent information collected from active agencies, the child will be scheduledfor a complete diagnostic evaluation by the Evaluation Clinic. This work-up will include speech and audiological assessment, psychological testing, medical, educational, and social evaluations. On the basis of total evaluation the child will be placed in the educational program that best serves his needs.

Referrals

Frequently, a teacher of auditorially and/or language impaired children will need additional information about a child. This information may be education, psychological, or medical in nature. To obtain the information most expediently, the teacher should submit a Referral for services to the Assistant Superintendent of the Speech and Hearing Department. A carbon of this request should be placed in the child's folder.

The Assistant Superintendent is available for consultation upon request. If he needs to observe a child for further diagnosis, a short description of the child's problem should be submitted.

Educational Procedures

The course of study for auditorially and language impaired children is based upon units of achievement rather than grade level. The use of a grade level is too often misleading since the children do not progress in subject matter at the same rate as children in the regular classroom. In addition, the auditorially impaired must spend extensive time learning speech and speech reading (lipreading). Emphasis is placed on an acquisition of skills and progression of learning. The program is sufficiently flexible to allow for individual differences in rate of learning. Some students may complete a unit in one school year while others may take two or more years. The teacher must become familiar with the material in the units immediately preceding and following the specific units in which he is working in order to capitalize on opportunities to present new language concepts or to reinforce previous teaching.

The teacher should make use of multi-sensory techniques, utilizing group electronic units or individual hearing aids where they seem justified. The teacher should make use of community resources to create interesting situations for language development.

Reports and Records

To learn as much as possible about each child, a teacher confers with those individuals who have a direct relationship to the child, whether it be parent or professional worker. Good educational procedure necessitates recording all pertinent information. A suggested Conference Report Form is available. This information, including a case history and copies of correspondence and other reports, should be placed in the child's permanent folder.

Because much of a child's progress in the educational situation depends upon cooperation of parents and teacher, it is essential that continuous contact be maintained. One way of maintaining this contact is to report the child's progress on quarterly report cards.

A teacher should keep an accurate record of each child's daily attendance. A Class Record Book is available for this purpose. Every twenty (2) days a form from the Central Office should be completed and returned immediately.

If a teacher finds it necessary to be absent from school, she should notify the Supervisor of the Hearing Program as early in the morning as possible.

DEPARTMENT FOR THE MENTALLY RETARDED

Programs, Admission and Placement Criteria - Change of Type-Level

The program for mentally retarded children and youth served by the Special School District is structured in two tracks at the younger ages, differentiated into three tracks in late childhood and/or early adolescence. For young children, from age six to as late as thirteen or fourteen, those considered "educable" (I.Q. about 48 to 78) and potentially semi-dependent or independent are in the EMR (educable mentally retarded) program; while those who are non-custodial but probably dependent for life (I.Q. about 25 to 48) are placed in the TMR (trainable mentally retarded program).

From about age thirteen, if not earlier, a middle track MDE (moderately dependent educable mentally retarded) program is maintained for those of approximately I.Q. 48-60, while those of approximately I.Q. 25-48 continue in the TMR track and those of about 60-78 I.Q. continue in the EMR track. Each program is summarized below.

In general, the admission criteria for enrolling and retaining mentally retarded children in the Special School District are as follows:

1) Chronological age shall be between six (6) and twenty-one (21) although if a retardate will reach the age of 21 before the school year is terminated, then he shall not be enrolled in that school year; however, if he will be 21 after February 1st, he may attend the first half of that school year, if the parent(s) requests it.

2) Prognosis for improvement is positive, such prognosis being based upon professionally acceptable evidence and made by the responsible educator(s); i.e., per statement by Missouri State Department of Education "through training in a group setting may be expected to acquire abilities and skills that will enable them to make a more satisfactory adjustment in the home and community during adult life".

3) Health and physical condition shall be such as to meet State approved standards; free of contagious disease, and not unusually susceptible to injury or danger by school attendance.

4) Behaviors shall be such as to render group placement practical; specifically, the child shall be:

    a) continent; i.e., have control of bodily discharges; particularly urination and defecation;

    b) free of behaviors which are intolerably disruptive of group;

    c) able to communicate expressively and receptively so as to make wants and needs known and respond to necessary controls and directions; such giving and receiving of meaningful signals may be verbal, auditory, visual, gestural or kinesthetic.

5) In the event of doubtful prognosis for improvement, trial or diagnostic placement may be made.

6) Parents will be involved in all phases of planning for their child's school future, and their consent to their child's placement in the program(s) is necessary.

I. The Trainable Mentally Retarded

The Missouri State Department of Education through laws 1957, S.B.14/1 effective August 29, 1957, set forth the following definition:

> "Trainable Mentally Retarded children are those under the age of twenty-one years who because of retarded intellectual development as determined by competent psychological examination cannot be educated safely and adequately in the public schools with normal children, or through special education facilities for educable mentally handicapped children, but who through training in a group setting may be expected to acquire abilities and skills that will enable them to make a more satisfactory adjustment in the home and community during adult life. As a minor indication of their trainable capacity, these children in general will have an intelligence quotient from twenty-five to forty-eight".

These children are grouped according to their development and level of functioning into homogeneous class of from ten to twenty children. The groupings parallel calendar age and developmental levels, with young children ages 6 and 7 in the beginning groups, to the older children with ages 17, 18 19 and 20 in the senior groups. The number of groups is contingent upon the number of children enrolled and also the number of available classrooms.

II. The Moderately Dependent Mentally Retarded

In terms of measured intelligence, these children score in the lower educable range with an approximate intelligence quotient from 48 to 60. Experience has demonstrated that children with this degree of retardation do not achieve academic skills of a literacy level, and usually do not attain social and economic independence when they reach adulthood; thus requiring the protection of a partially sheltered environment.

Retarded pupils are enrolled in this program on the basis of the following criteria:

a) children whose level of functioning and measured ability is within the Intelligence Quotient range of approximately 48 to 60, corresponding to the State of Missouri's designation of "mentally deficient";

b) children in the chronological age group from 13 or younger to 20 years of age whose behavior and learning needs are such that they require a more sheltered and less academic special education program protected from the social and psychological milieu of the regular junior and senior high school society.

c) children who may possess, in varying degrees, mild physical anomalies as well as speech problems which add to their difficulty in socializing in the regular secondary school environment;

d) children whose measured achievement in the basic tool subjects is second grade level or below;

e) children whose social adjustment, or social maturity, is such that they are unable to participate in the non-academic activities with the general secondary school population; this also includes children whose social competency potential is such that they cannot be expected at maturity to be capable of making an independent adjustment to adult society, vocationally, socially or economically.

The Special School District's Curriculum Guide for the educable mentally retarded is used with modifications, as a resource in providing the learning activities for this group. Some departmentalization is utilized. The pupils are grouped in the classroom according to their chronological age and developmental level, depending partially upon the number of classes in the building.

Some of the pupils have associated and accompanying physical, sensory-motor, speech and other handicaps.

III. The Educable Mentally Retarded

This program is organized into four general maturity groups. Progression from one group to the next is based on chronological age, achievement according to ability and social development. The Special School District Curriculum Guide provides the foundation for the program.

The Primary Class usually includes children with chronological ages 6 through 9 years. Mental ages range from 3 to 7. The curriculum includes readiness (nursery school and kindergarten) activities and possibly the beginning of an academic program.

The Intermediate Class usually includes children with chronological ages of 10 through 12 years. Their mental ages range from 5 to 10 years. In this group, the focus of attention is primarily upon academic achievement, with the curriculum geared to fit their on-going needs, purposes, interests, and abilities.

The Adolescent I (Junior High School) Class includes pupils with chronological ages of 13 through 15 years, with a mental age range from approximately 8 to 12 years. On this level, the academic training is reinforced but supplemented with pre-vocational training. Their school experiences are related to vocational interests and to the need for information concerning the work-a-day world. Knowledge as to the nature of probable work opportunities is emphasized. Emphasis is also placed on social skills, since the acceptance of the adult as an individual in the community or as an employee will depend upon his social adjustment, personal appearance, courtesy, honesty, and dependability as well as his ability to follow directions and his willingness to work.

The Adolescent II (Senior High School) Class usually includes pupils with chronological ages 16 through 18 years, and with a mental age of 9 or more. Advancement to this program is based on the assumption that the students are now ready for a school-work type of program. The classroom activities are closely related to the work experience. An attempt is made to develop a broad concept of personal grooming, work habits, job responsbility, and familiarity with job placement bureaus such as Vocational Rehabilitation Services and State employment agencies.

In general, Special School District shall attempt to find employment for its mentally retarded adolescent pupils during or subsequent to their last (diploma) year in its program. Typically, this will occur during their 18th or 19th year of age. This position is based on the principal of maximum readiness - in that normal adolescents are not usually moved in to the world of full-time work until age 18 or 19 or later, and in that mentally retarded adolescents are, by virtue of their handicap, usually less able to hold jobs than are average workers, it would be contrary to logic to expect mentally retarded workers to be in a competitive work position at a younger age than average workers.

While part-time work-training stations in school and community need to be developed and utilized during the sixteenth and/or seventeenth years of the mentally retarded pupil's life, depending upon their individual readiness, exceptions permitting Special School District to place one in full-time employment at age 16 or 17 will be made only when in the collective judgment of pupil, parent(s), teacher, Curriculum Consultant, Job Placement Consultant and Assistant Superintendent, Department for the Mentally Retarded, such a move is judged to be for the child's ultimate welfare.

Upon completion of the 12-year program, students who have met the criteria set forth and approved by the Board of Education will be graduated from and issued a diploma by the Special School District. It is hoped that all Special School District EMR graduates will be included in commencement activities and ceremonies in their respective schools.

Criteria for diploma:

(A special committee of the Department made a study and report in 1965-66 with the following recommendations which govern.)

A. Teacher recommendation --- based on achievement of potential with consideration given to mental, emotional, physical and environmental limitations.

B. Behavior --- pupils whose behavior and attitudes preclude their benefitting from the program and/or who minimize the learning and development opportunities of classmates, after maximum corrective effort is made, should have school attendance terminated.

C. Chronological age --- a minimum period of time should be required for achievement of potential (12 years). The maximum period of time is dictated by law (21).

D. Attendance --- a minimal number of days of unallowable absence should be permitted (individually determined; terminated after consensus of teacher and staff by requesting parents to withdraw pupil; prior to CA 16 reported to Juvenile Court after investigation by Visiting Teacher).

In placing Special School District pupils on jobs via Vocational Rehabilitation Services:

prior to enrollment in a program sponsored by Vocational Rehabilitation, the client is counseled by VR personnel at an intake interview;

prior to making a plan for the client Vocational Rehabilitation personnel consult with the parent(s)

parents may request transportation money for the client from Vocational Rehabilitation -- they may receive it if they pass the test for financial need;

follow-up of client in a Vocational Rehabilitation sponsored program and subsequent placement are their Vocational Rehabilitation responsibilities-- they will share this with Special School District personnel for clients referred by Special School District.

In addition to these basically chronological groups within the EMR classification, a few specially designed small classes are maintained for children of usually less than thirteen years of age who have unusual behaviors such as "Strauss Syndrome" or extreme withdrawal, or learning problems such as perceptual difficulties. These classes are designated EMR - B.D. & L.P. for educable mentally retarded, behavioral disorders and learning problems.

Admission, Retention, Termination (also see Notes 1 and 2, p. 6 this section.)

While Missouri initially recognized IQ 78 as maximum admitting, which is approximately a standard error above the 75 common to many states, additional leeway was allowed Special School District in its first five years, so that some were admitted with broad-spectrum IQ scores in excess of 78. Subsequently, those locally concerned set up certain ground-rules with the approval of the State Director of Special Education which seem to have stood the test of time -- thus the following:

A. Maximum Admitting IQ - EMR (see Notes 1 and 2, p. 6 this section.)

1. 78 on WISC (Full Scale) or Binet (Must use higher, if two available administered by Special School District psychological examiners, within approximately six months of each other; if more than approximately six months apart, must use most recent.)

2. a) 78 on Nebraska in absence of WISC or Binet within approximately last six months.*

   b) 78 on Columbia in absence of WISC or Binet or Nebraska, within approximately last six months.

   c) 75 on WISC(V) is Full Scale 79 or higher and no 79 or higher on Special School District Binet within approximately six months of date of WISC(V) 75 -- in this case, parents should have explanation of technical non-retardation per WISC(F).

B. Maximum Retaining IQ - EMR (see Notes 1 and 2, p. 6 this section.)

1. 78 on WISC(F) or Binet, or Nebraska in absence of both, or Columbia in absence of all three;

2. a) 81 on WISC(F) or Binet, if neither above 81 in approximately last six months.

   b) 81 on Nebraska in absence of WISC or Binet.*

   c) 81 on Columbia in absence of WISC or Binet or Nebraska.*

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*Occasionally another psychological test score may be used for placement purposes. Note: It is the responsibility of the Assistant Superintendent, M.R., to select the "Placement IQ" from those available, in general, it shall be most representative of the child's apparent potential for learning, and shall, if possible, be the most recent wide-spectrum test such as Binet or Wechsler -- wherever WISC is cited, WAIS may be used.

Note 1. Per letter from Mr. Donald M. Cox, Missouri State Department of Education, to Dr. John W. Kidd, March 21, 1966, we may provide parents with a petition for admission or retention of a technically non-eligible EMR child, said petition subject to approval of local school district, Special School District and Special Education Section of Missouri State Department of Education. It is expected that this will be used very infrequently for those below age 16.

Note 2. Per letter from Mr. Donald M. Cox, Missouri State Department of Education, to Dr. John W. Kidd, May 6, 1966, we may use the "adaptive behavior adequacy "Criterion of A.A.M.D. to rule out intake of technically eligible EMR children, particularly if they are ostensible products of a substandard sub-culture. It is expected that this will be used infrequently and only with IQ 76-78.

   d) 78 on WISC(V), if WISC(F) above 81, and if no Binet higher than 81 in approximately last six months.

(Rationale for #2 -- within standard error of admitting scores.)

C. Minimum Admitting Criteria -- All MR (see Handbook, first page of M. R. section)

D. Minimum Retaining Criteria -- All MR

Same as C above except IQ.

May retain in TMR if IQ 20 or above, and all admission criteria continue to be met. The rationale for this, as opposed to one standard error above admitting score for retention at maximum EMR, is the same; i.e., a child is as able as his highest score reveals -- not his lowest. Thus, a child may score a Binet 78 and be actually higher -- but not lower -- and he may score 20, and be actually higher, but not lower (outside of standard error, in each case).

Since limits of 78 and 25 are at opposite ends of MR eligibility range, the implications of the test score are inverse as to qualifying on the one hand by being low enough, and on the other hand by being high enough. So, while one standard error above admitting criterion for retention is generous, since practically no one scoring 81 is really 78 or lower -- quite the opposite is true at the lower extremity; i.e., once having scored 25 or slightly higher, subsequent score of down to 20 is, indeed, not improbable.

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Procedure for Retaining under B 2 (above), (see Exception, Adolescent II below).

Letter to local school district official(s) stating that:

1. child's psychological testing shows technical ineligibility to be classified as mentally retarded under Missouri standards, but since score was within standard error of admitting score, Special School District can retain unless there is objection from parents or home school district;

2. procedure requested is that:

    a) local school official(s) advise us if either they or family objects;

    b) if we hear nothing from local district, we shall assume both want us to retain the child.

***

Procedure for Terminating MR Child staffed no longer eligible; above limits. (See Exception, Adolescent II below.)

Letter to local school district official(s) stating that:

1. child's psychological testing shows his ineligibility to continue in the program under Missouri standards (enclosing copy of psychological);

2. procedure requested is that:

   a) if they want him transferred during the year at a convenient break such as Christmas or the beginning of a grading period, advise us and we shall do so -- we notify parent(s) by letter;

   b) if they want us to retain him for the balance of the school year, and if we hear nothing from them, we'll assume this is the case, then we shall transfer him to their jurisdiction at the end of the school year and notify parents accordingly.

Procedure for Terminating TMR child staffed no longer eligible; below limits.

Letter to parents, preferably after phone call explaining situation to them, stating our regret that we must terminate child's placement (at end of school year) since he no longer meets admitting criteria.

Exception, Adolescent II

In the event a youth is already in the Adolescent II (Senior High) category, irrespective of new IQ score, if it is above usual retaining limit, his parents are advised that they may petition for him to remain in the EMR program -- the form is provided to them by Special School District; if they sign, local school official (Superintendent, Principal, or other) is given opportunity to sign -- if both parent(s) and local school official sign, the form is forwarded to the State Director of Special Education for his approval -- if forthcoming, the youth is retained in the EMR program.

Change of Type/Level

A. The Trainable Mentally Retarded

At the option of the Principal of the Special School District School in which the child is placed, and depending upon the number of children and classes available, the TMR child shall be placed with the group and teacher which prove most beneficial to him. In general, chronology shall be the point of departure in such grouping.

B. The Moderately Dependent Educable Mentally Retarded

At the option of the Principal of the Special School District School in which the child is placed and depending upon the number of children and classes available, the MDE child shall be placed with that group and teacher which prove most beneficial to him. In general, chronology shall be the point of departure in such grouping.

C. The Educable Mentally Retarded

When placed in a Special School District School (as distinguished from a Special School District Class) the Principal shall have the same option as under A. and B. above, but within the limits established below for all EMR classes by level; i.e., Primary, Intermediate, Adolescent I, Adolescent II.

The same prerogative is vested in the Curriculum Consultant for children under their jurisdiction.

1. Primary EMR
   CA 6-0 (on or before September 30 of school year in which placed) to not older than 10-11 -- if 10-11 on or before September 30 shall be changed to Intermediate -- may be changed to Intermediate if to be 10-0 on or before September 30.
   IQ 48-78
   MA approximately 3 to 7

2. Intermediate EMR
   CA 10-0 (on or before September 30 of school year in which placed) to not older than 13-11 -- if 13-11 on or before September 30 shall be changed to Adolescent I -- may be changed to Adolescent I if to be 13-0 on or before September 30.
   IQ 48-78
   MA approximately 5 to 10

3. Adolescent I EMR
   CA 13-0 (on or before September 30 of school year in which placed) to not older than 16-11 -- if 16-11 on or before September 30 shall be changed to Adolescent II; may be changed to Adolescent II if to be 16-0 on or before September 30.
   IQ 60-78
   MA approximately 8 to 12 years, or more

4. Adolescent II EMR
   CA 16-0 (on or before September 30 of school year in which placed) to not older than 20-3 -- if to be 21 during school year, shall not be permitted to enroll for that year; however, if he will be 21 after February first, he may attend the first half of that school year if the parent(s) requests it. (The latter is applicable to Trainable as well as Educable Mentally Retarded.)
   IQ 60-78
   MA approximately 9 or more.

Recapitulation: EMR Change of Level

From Primary to Intermediate:

As early as when 10-0 on or before September 30
Not later than when 10-11 on or before September 30

From Intermediate to Adolescent I

As early as when 13-0 on or before September 30
Not later than when 13-11 on or before September 30

From Adolescent I to Adolescent II

As early as when 16-0 on or before September 30
Not later than when 16-11 on or before September 30

From Adolescent II to Diploma

As early as when 18-8 by end of regular school year diploma awarded
Not later than when 20-11 by end of regular school year diploma awarded

Placement of Retarded Pupils

When a decision has been reached on eligibility and classification of a mentally retarded child, the Department for the Mentally Retarded receives the file containing pertinent information, and the responsibility for the pupil's educational program is then assumed by the Assistant Superintendent, M.R.

1. He considers all data available in assessing the educational needs of the child.
2. A letter is sent to the parents or guardians confirming the child's acceptance in the Special School District program and giving a specific classroom assignment.
3. A notice of assignment of the pupil is sent to the teacher (Assignment Information Form) and copies of pertinent information are included on an "Educational Assessment" form.
4. Some children are transported by the Special School District, some by local districts, some are not eligible for transportation. A copy of the Assignment Information Form is sent to the appropriate transportation office. If the child is not eligible for transportation by the Special School District, this is noted on the letter to the parent.
5. Copies of the Assignment Information Form are sent to appropriate personnel; official(s) of local district, Special School District Building Principal (if assignment is to a Special School District School), local district building principal (if assignment is to a rented classroom), Curriculum Consultant, Job Placement Consultant (when appropriate).

Departmental Staff Personnel

Curriculum Consultants are members of the professional staff of the Department for the Mentally Retarded. Each serves as supervisor of some 15 to 35 teachers of the educable mentally retarded.

Job Placement Consultants are full-time members of the departmental staff. They work with teachers of Adolescent II EMR classes, pupils in those classes and their families, with school and community in developing jobs and job-training opportunities and with workshops and placement agencies.

Principals of Special School District schools serve as supervisors of instruction for mentally retarded programs in their buildings, both trainable and educable, and are, in that role, members of the professional staff and responsible to the Assistant Superintendent, Department for the Mentally Retarded.

The Assistant Superintendent, Department for the Mentally Retarded, is responsible for the entire Department and its operation. This includes selection, assignment and recommended retention or termination of teachers, classification and assignment of pupils, designation of curriculum content, and supervision and direction of staff and teachers in the Department.

Suspensions

The following policy statement is being announced to control the suspension cases for Special School District pupils. We would hope to keep the number of suspensions to a minimum, but if necessary, the following procedure will be followed:

The Superintendent or head of the program concerned is authorized to suspend pupils only when lesser actions will not suffice to obtain the desired educational objective(s). Principals of both Special School District buildings and of schools in which Special School District classes are held, are authorized to suspend a child for the Superintendent (of Special School District) in emergencies. Such suspensions shall be for as brief a time as best judgment warrants, and for no more than five days (*unless in the local district, longer term suspensions are customary for specified behavior.) The Director of Transportation may suspend from the bus only, copies of bus suspension letter going to the head of the department of the child's placement, to Special School District Building Principal, or to Curriculum Consultant, and to the child's teacher, and showing reason(s) for suspension.

Suspensions from school for more than five days (*exception as noted immediately above) shall occur only after staffing to include representatives of the Special School District (instructional) department concerned and the Department of Psychological and Social Services of the Special School District.

In all cases of suspension of a Special School District child by a principal, whether Special School District or local district, a letter should be dispatched immediately to the parent or guardian concerned, copies to Special School District Superintendent, Special School District department head concerned, and teacher concerned, stating:

> "(name of child) was suspended from school (date) for (specified reasons). We are acting for the Superintendent of the Special School District and a copy of this letter of suspension is being placed in Special School District files."

Additional conditions are then to be specified, such as: "(name of child) may return to school on (date)".

If warranted, may also add "only on condition that you see me prior to that time or come with him/her to my office that day to reach an acceptable agreement for his/her return. If you do not, we shall recommend to Special School District an indefinite suspension."

In all cases of suspension by a principal, the signature shall be as follows: Principal's name, name of school, name of district, "for Oral W. Spurgeon, Superintendent, Special School District."

Transportation

1. EMR pupils, physically able:

   a) Adolescent I - Adolescent II (age 13 up) will not be transported if they live within one mile of school -- (see exceptions, No. 4 below).

   b) Primary - Intermediate (age 6 - 12+) will not be transported if they live within one-half mile of school (see exceptions, No. 4 below).

2. MDE pupils, physically able:

   a) over age 13 -- same as 1a.

   b) under age 13 -- same as 1b.

3. TMR - all will be transported.

4. Exceptions:

   a) Pupils whose physical and/or social-emotional condition is such as to warrant transportation may be declared exceptions under 1a, b; 2a, b.

   b) Pupils in Special School District programs attending the same school and residing in the same household as one being transported will be transported.

5. Only in unusual circumstances will door-to-door pick-up be arranged; ordinarily, a child will be picked up at a point near his home convenient to bus routing.

6. Exceptions to the above policies can be made by either the Superintendent or the Transportation Director.

7. All MR teachers are expected to see that their pupils leave school properly. If bussed, see that they are on the appropriate bus; if not bussed that they are not loitering about the building or grounds when they should have departed for home. The teacher is responsible for her children from their arrival at school to their departure from school.

Achievement Testing

Metropolitan Achievement Tests are usually administered to all EMR pupils in May. The administration of the tests is coordinated by the Department of Psychological and Social Services with the cooperation of teachers and staff of the Department for the Mentally Retarded.

VOCATIONAL - TECHNICAL EDUCATION

Effective immediately following the Special Election on June 22, 1965, the Special School District became responsible for the operation of the St. Louis County Technical School and the formation of plans to acquire sites, build facilities, purchase equipment and employ personnel to build a good vocational-technical educational program for St. Louis County.

This section of the Handbook deals with this area of education within the Special School District.

Brief History of the Technical School

At the outbreak of World War II, St. Louis County suddenly was called upon to train workers in specific skills. The County schools, with the aid of the State Department of Education, established the St. Louis County Vocational Training School for National Defense in a building provided by the Wellston School District early in 1941. Mr. J. E. Bardelmeier was employed in January, 1941, as director of the school and continued on after the school was turned over to the County. As a result of intensive courses some 12,000 trainees were prepared for war production before June, 1945.

Immediately at the close of the war, this project was converted into a vocational high school for high school students of the County. Students enrolled through their high school and credits earned upon completion of a unit are transferred to the home school. Normally students spend a half day at the vocational school with the remainder of the day spent in their local school enrolled in general academic subjects. Courses in machine drafting, machine shop, sheet metal and auto body and fender have been offered. Fashion tailoring, a course for girls, was available for a number of years.

On December 17, 1952, Mr. Bardelmeier passed away and Mr. Floyd Warner, machine shop instructor, was employed as the new director.

The Wellston District was in need of the space occupied by the vocational school and a search was made to find a new location. In the spring of 1958 arrangements were made by the Board of Directors to take over the upper school of the old Country Day site. During the summer of 1958 the machinery and equipment of the vocational school was moved to the new site. Due to illness, Mr. Warner tendered his resignation at the end of the 1958-59 school year.

After a search of several months for a director with a background of both administrative and vocational guidance, Mr. Louis G. Clark, formerly with the State Department of Education and David Rankin, Jr., School of Mechanical Trades was employed.

Under the direction of Mr. Clark the school has expanded from four course offerings to seven; from five instructors to thirteen; from an enrollment of approximately 180 to nearly 500. Many more have applied but due to lack of space had to be turned away.

During the school year 1961-62 the name of the school was changed by the Board of Directors from St. Louis County Vocational School to St. Louis County Technical School.

Vocational Instruction Defined

The purpose of vocational education is to assist persons in securing the abilities, information, attitudes, and understandings which will enable them to enter employment in a given occupation or field of work, or to make advancement in that occupation after they have entered it. One of the problems encountered in planning a vocational program is that of determining the content of the training courses to be offered and of deciding which instruction is to be considered as vocational and which is not. The three statements which follow will often be helpful in making this decision:

1. The instruction in question will provide for the development of the needed ability or skill and the acquisition of information or knowledge which will be a definite asset to a worker in this occupation.

2. The possession of this ability or skill, information or knowledge will be of more value to a worker in this occupation than to a person who is not a worker in this occupation.

3. The possession of this ability or skill, information or knowledge will, under ordinary conditions, be an asset to all workers in this occupation on the level for which training is to be offered.

If all three of the above statements apply to the instruction in question it would seem that it is vocational.

Persons for whom Vocational Education is Intended

The fact should be emphasized that schools and classes are fostered under the vocational education acts for the purpose of giving vocational training to individuals to the end that they may be effectively prepared to enter or advance in profitable employment. Admission to any vocational class should be based upon evidence that the applicant can benefit by the instruction to be given in that class, and that he possesses the qualifications required for the successful utilization of the training in that given type of work.

The extent of the general education which a person has secured frequently has little bearing on the work to be done in a given occupation. The completion of a certain amount of academic training is not, in itself, a satisfactory method of selecting persons to be trained. Entrance to a vocational class should be based, principally upon three factors:

1. The desire of the applicant for the vocational training offered;
2. His probable ability to benefit by the instruction to be given; and
3. His chances of securing employment in the occupation after he has secured the training, or his need for training in the occupation in which he is already employed.

Education of Less than College Grade

One of the conditions of the Smith-Hughes Act is that the funds provided for vocational instruction may be used only for education which is "of less than college grade". A program of vocational education is considered to be of less than college grade when all of the following conditions are met:

1. The objective is to provide training which will be advantageous in entering or continuing in employment in specific occupations or fields of work.

2. Admission is based upon the ability of pupils to profit by the instruction offered rather than upon the possession of secondary school credits required for college entrance.

3. The instruction offered is based upon the needs of workers in the occupation for which training is given.

4. The instruction is terminal in nature and not a part of a course which is to be continued in a college or other higher institution.

5. The instruction does not lead to a baccalaureate degree and is not organized to conform to the requirements of a course which does lead to such a degree.

Trade and Industrial Education

PURPOSES OF EDUCATION FOR TRADES AND INDUSTRY

The major objectives of trade and industrial education are:

1. To provide instruction of an extension or supplemental type for the further development of performance skills, technical knowledge, related industrial information, safety, and job judgment for persons already employed in trade and industrial pursuits.

2. To provide instruction of a preparatory type in the development of basic manipulative skills, safety judgement, technical knowledge, and related industrial information for the purpose of fitting persons for useful employment in trade and industrial pursuits.

These objectives are attained through various types of programs. Each program is specific in purpose and is designed to serve the training needs of individual industrial workers.

TRADE AND INDUSTRIAL PURSUITS

Training programs may be organized to provide instruction in:

1. Any industrial pursuit, skilled or semiskilled trade, craft, or occupation which directly functions in the designing, producing, processing, assembling, maintaining, servicing, or repairing of any manufactured product.
2. Any service trade or occupation which is not classified as agriculatural, business, professional, or homemaking.

Advantages

The St. Louis County Technical School is the only vocational-technical school offering trade and technical high school courses in St. Louis County. Since it has been founded more than 2,800 young men and women have been enrolled in its many courses. Before being established as the County vocational school approximately 12,000 men and women were trained for war industries.

Since that time it has offered its courses to interested students for training that is thorough and practical, consuming no more time than is absolutely necessary to adequately prepare one for entrance into a chosen field of employment. The classes are at all times limited in order that individual help may be given. While in the school the student is under constant supervision of skilled and experienced instructors and every endeavor is made to advance each student as rapidly as possible.

Employment Opportunities

The industrial development of our times has created a great demand for technically trained men and provides real opportunity for young men who have acquired a good understanding of the many theories and their application in modern industry.

The beginner and the worker that is seeking advancement must, by necessity, bring more to the job by way of skills and information than in the past to keep pace with an accelerated industrial world.

The demands of employment do not always permit the slow process of learning on the job. Schooling in the fundamental requirements of the occupation or in special aspects of the work is an investment of time and effort that often pays great dividends.

Men thoroughly trained in skills and know-how of an occupation will always hold a decided advantage in obtaining employment, holding onto a job and securing promotions.

One need only refer to the U. S. Census to discover for himself the employment opportunities he will have after completing his training for entrance into one of the many fields of employment. Approximately one-fourth of all the persons employed are employed in manufacturing and mechanical occupations. Approximately another 10% are employed in some field of data processing or automation.

Staff

All instructors have a background of successful industrial or trade employment and experience augmented by professional education or special teacher training. They are capable of efficiently teaching and helping others to learn.

Every member of the technical school staff is certificated and has met the provisions as set up by the State Department of Education.

Instructional Methods

Students learn by doing. Each trainee has the experience of carrying on his own learning under close supervision and instruction on the job. All training procedures are based on trade practice and standards. Students develop performance while learning. For a thorough understanding, they learn how to do the job and reasons why it is done. They work with actual equipment, tools and materials on typical jobs.

The shop work is supplemented by class work of a practical technical related nature. In order to be of the greatest value, the related work is timed to coincide and is closely correlated with the shop work. In other areas of training employment practices are followed as closely as possible. Classes include work knowledge sessions, demonstrations and reviews of past work. The instructor is always willing to answer questions pertaining to the instruction. Complete information is presented on the how and the proper procedures. He also discusses trade practices, special applications, key points and idiom of the occupation for each job.

Instruction pertinent to each trade or occupation is covered on materials, supplies, tools, machines, processes, and phases of industrial business. Safety factors, where applicable, are constantly stressed.

This provides a well balanced program which is approved for high school diploma credit. At the same time it prepares pupils to go directly from school into employment. Graduates of technical courses qualify for admission to many schools of higher learning.

Good work habits and high standards of achievement are emphasized throughout the school career of each student.

Courses for 1965-66

Course offerings of St. Louis County Technical School for the 1965-66 school year:

1. Machine Shop
2. Data Processing
3. Electronics
4. Machine Drafting
5. Tool Design
6. Sheet Metal

Adult Education Classes

The St. Louis County Technical School has been offering adult evening classes to interested individuals during the past few years. During the 1964-65 school year the following courses were offered: Blue Print Reading I and II, Tool Design, Machine Shop I and II, Basic Electronics I and II, Sheet Metal Pattern Layout I and II and I.B.M. Data Processing Technology.

These courses are open to adults who are willing to pay the tuition fee and attend evening sessions to improve their education in the various areas. Information regarding the courses may be obtained by calling the St. Louis County Technical School office.